Beyond Four Walls:
Lessons from the Experiential Education Movement

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ABSTRACT

The purpose of this case study is to investigate the lessons that mainstream public education can learn from the field of experiential education. This study examines two cases of integrated experiential education with particular reference to the ways that these practices meet the educational needs in mainstream education. A range of literature will be considered from the Education for Sustainability Movement, Future Studies, and Environmental Education. Their suggestions for changes in the mainstream public school system are explored along with their potential to better meet the needs of the high modernity. The adoption of a new pedagogy and value system to be employed by teachers in schools will be suggested in light of these needs. Experiential education is considered as this pedagogy and its practices are investigated at two learning institutions using the case study method. The central research question explores how experiential education is interpreted in these particular cases, and what can mainstream practice learn from them.

The case studies were conducted at The Eagle Rock School in Colorado, USA and the Tihoi Venture School in Taupo, New Zealand. Each school has an integrated experiential component to their curriculum and programming and was chosen for its unique display of experiential learning activities in both outdoor and formal classroom settings. This exploration of practice through observations and interviews offers insight to the methods and techniques used in the field of experiential education, as well as the values that guide this practice. Best practices in integrated experiential education programs are illustrated and strategies that can be transferred to the mainstream classroom are extrapolated.

A new set of skills for teachers and students are discussed and applications to the future are anticipated. Finally, the study makes recommendations for practices that can transfer to a mainstream public school setting, and suggests methods that will enable mainstream public school teachers to help students meet the challenges of the future in the individual, social and environmental arenas.

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"The real voyage of discovery consists not
in seeing new landscapes,
but in having new eyes."
Marcel Proust

INTRODUCTION

The physical travels that I have made for this academic journey have become a metaphor for the experiences I have had during the past four years in this program. I am also inspired by Proust's reflection that it is not the destination that inspires us, but the journey. I find that while having arrived at one milestone in my academic journey, my sense of satisfaction is not defined by where I am, but where I have been and where I am going. The symbols of a map and compass come to mind as ways to describe the process, in which I often felt lost or foreign. While the program was always directional and compass-like, I sometimes spun, disoriented, like the arrow floating in the water, as I was exposed to new concepts for consideration and research. I often felt as though I had lost my bearings as I attempted to make sense of teaching and learning through the multiple directions provided in the modules, and in conjunction with the current trends and influences on education. Yet in the end I was always in course.

In the end, the taught elements, coursework, and IFS brought me full circle in my quest for professional direction. The works assigned brought me to an awareness of a place that I was at all along, but just didn't know it. They brought me answers to questions I did not know that I was asking, as well as questions that still had no answers. While I came to London with a specific research proposal and question, I have enjoyed the way that each course and piece of work inspired the direction that the next one would take. While I came in with a

question, it was but the seed of bigger questions and different directions that would be nurtured by the academic support of the lectures, readings, tutors and my own research. And now, it is not so much that I find myself standing in a new destination, but that I am seeing with new eyes.

REFLECTIONS

The progression of the courses and assignments was perfect for the journey that I was to undertake in this program. Beginning broad and ending with pointed focus, the ideas, academic techniques and expectations were raised as we journeyed through the process. Starting with reflective freedom and ending with the freedom to reflect, each module raised the bar slightly; teaching us what was could or should be next.

The first and last modules were both the most influential for me; bookends on the process and content that I would need to articulate my ideas. Foundations of Professionalism introduced me to the concepts of professionalism, giving me a way to understand many of the factors that were converging on the American education system, but through a concept that had not yet crossed the Atlantic, and as we discovered, had not touched many of the countries that we all came from.

Another set of lessons was also told here, as we were introduced to international issues in education but through an Anglo perspective. It was interesting to be in an international program yet to see how deep rooted many of our cultural biases actually are. For me, these informal lessons in cultural understanding have been as important to my developing

perspectives on education as the formal introduction to doctoral level thinking and writing. Frequently, the most rewarding part of this course of study is the stimulation form the diversity of experiences and ideas brought to the table in discussions with my classmates.

Methods of Inquiry I, further exposed me to new paradigms of thinking and understanding issues. I couldn't believe I had been able to live without the philosophical, methodological or disciplinary approaches taught during this unit. I was fascinated by the lenses I could choose from to examine the educational areas that I was interested in, as well as the resulting research methodologies and analysis associated with them. I embraced Bourdieu and Giddens and set out to examine my first educational issue with their assistance.

During Methods of Inquiry II, I realized that I like the formal proposal writing, research and analysis more than the free-form personal postulations of the first piece of writing. I enjoyed the practical application of designing a research proposal and completing the research. I developed a preference for task-oriented writing: designing my own project, completing it, and drawing my own conclusions.

So with this determination to make a difference in mind, I set out to change the world in my fourth piece of writing. The War in Iraq had just begun. I had recently chosen to leave a public school I had helped found, because of its recent widespread adoption of teacher-proof, market-influenced curricula. I was working as the director of an experiential education non-profit company, and wondering why mainstream schools could not achieve these results with

students. In the evenings, I taught at two universities and struggled with the training paradigm. I then came to London to have my eyes opened to globalization issues in the International Issues in Education module. Of course, I found the 5000-word limit a bit, well, limiting, to synthesize the cauldron of ideas that were stewing. Ideas began to come together, like the last few pieces of a puzzle. I realized that while these new influences were changing the shape of my work and research that the core questions and concepts with were the same as they had always been. I had arrived at what seemed like a new destination for my work in the education movement, but in truth I was just seeing with new eyes.

CONNECTIONS

My work on the IFS was an exciting opportunity to explore the connections between all of these issues in greater detail. I read and thought for almost a year before I was ready to write. I had begun to explore the world of the future and to examine its educational implications in the present. I started looking at schools and schooling and wondered what sorts of students we would be creating. I looked at my own institution and discovered that while we were able to use methodologies that resulted in much needed skills, that there was still a lot of work to be done if mainstream education was to change.

Frequently during the writing or classes of the program I felt like I had lost my way. Yet, when I felt lost professionally or academically I was still moving along a path, a path that is now clear to me but also a path that was there all the time. The pieces of information that I first thought were unrelated started to connect in ways that were meaningful to my

professional practice and me. As each connection was made, my professional practice began to take on new shapes and directions.

Now as I finish the degree, my professional life and academic interests are perfectly aligned. I have returned to the public school system as the principal of a school that is built on experiential and environmental education principals. Even though we are still mainstream, we know what type of student we want to create for the future: a lifelong learner and quality steward of the community. Each year, we increasingly align our practices and our outcomes with this mission and I am striving for ways to authentically measure the results of the experiential pedagogy in a mainstream context. I am working with teachers who want to consciously improve their practice, integrating experiential methodology and knowledge, skills and values into their product. Five years ago, I could not have imagined a more perfect job for my interests or skill set. However, five years ago, I would not have been ready to take on leading the school towards this vision.

DIRECTIONS

I am excited for the opportunity to begin life after this doctorate. I am ripe with reflections that need time for application. I anticipate testing many of my findings at my own school, specifically about the learning relationships of experiential education. I see this application of practice as the first leg of a new journey to change the future of education. I am also excited to continue deepening my understanding of the purposes and processes of education as I investigate new ways to meet the challenges in my professional arena. This by no means is the last question I ask, or the last research I write. I am excited for the opportunity to

frame my future professional endeavors with this study and to explore my ubiquitous but fluid professional interests through this academic lens. Additionally, my ideas have been gradually getting too big for the Institute's page limits so I look forward to discussing these ideas in larger formats.

I am entertaining two modes of pursuing these challenges professionally. First, I am considering returning to the classroom for a year at my school to see if I can apply theory to practice. I aim to create a consortium of "Schools Like Us," to further opportunities for networking and learning for mainstream experiential educators. I am interested in the possibilities of implanting experiential practice in the greater mainstream environment and so am looking forward to returning to the university classroom in the future. I have found a local university with a similar focus that will enable me to teach teachers to think about their practice in the global context, rather than to merely train them for what they will have to do today. Finally, I am curious as to whether these skills of the future are even relevant outside of the western paradigm and would like to study these issues in a truly global context.

This has also been a utopian journey for me. During the first module, I didn't know what David Halpin was talking about when he referenced the utopian's quest in education. I had lost some of that macroscopic optimism and sought to look closely at small spaces for threads of hope. I had begun to commit to work within a system I did not really believe in and was left only able to study small reforms within this bureaucracy. Now, however the academic journey and my simultaneous professional evolution have brought me back to the place where I started in education, wanting to save the world. My work now, however, aims to influence the local through the global context.

This journey of being lost so as to be found is but one example of the decided serendipity that seems to rule my life. At times, my professional life seemed to be taking unanticipated directions while my academic work seemed unconnected to my daily duties. At times, the local seemed unconnected from the global and the global seemed irrelevant to the local. Now, the international Ed.D, in conjunction with my developing awareness of globalization issues and current professional role, has moved me on the professional spectrum to a place where the purpose of education is no longer local for me. My professional focus and academic studies have changed for me since I began this program, yet, in truth, they really represent where I began. I am just seeing myself, and my practice, through new eyes.

CHAPTER 1: AN INTRODUCTION TO EXPERIENTIAL EDUCATION AT TWO SITES

STATEMENT OF PURPOSE

The purpose of this study is to investigate the lessons that mainstream education can learn from the field of experiential education. It examines the concept of experiential education by reference to theory and case studies, and considers the extent to which it could be incorporated into the current discourse around public education. Literature from the Education for Sustainability movement, Futures Studies, progressive education, environmental education and globalization fields is considered to contextualize the challenges of current and future educational practices. A case is then made for adopting aspects of experiential education into the mainstream public school system in order to better meet and anticipate the educative needs of today's classrooms as well as those of the complex future.

Beare and Slaughter (1993) coin the phrase "short-termism" to characterize the current high modern view on a range of topics from politics and financial investment to relationships and consumption. Its application is appropriate in the field of education, where the drive for the immediacy of measurable outcomes often devalues sustainable means. Politicians, social theorists and educators have been concerned with reform in education for many decades and have created new school structures, training programs and curricula to address many of the current challenges. These models, however, are singular reforms of a structure that, for reasons attributable to globalization and evolving sociological, economic and cultural norms,

is somewhat out of step with the present as well as predictions about the future. Few would disagree that more educational reform is needed. While there are various predictions of what the future will be like and what curricula we will need to better accommodate and prepare for its demands, a singular curricular model cannot prepare young people for a set of circumstances of which we cannot entirely predict the nature.

Curriculum can be understood generally to refer to the learning planned by a school, or can be as specific as daily subject matter guides. For the purpose of this study, it is defined as the knowledge aims of the school system, with pedagogy being understood as the praxis and process through which its aims are pursued. This study argues for the adoption of an overarching pedagogy to be employed by teachers in schools in lieu of a structural change or curriculum reform to provide opportunities for more universal incorporation of effective practices.

In this study, experiential education is considered as the pedagogy most suited to help address the yet unmet needs of mainstream education in the future. Its practices are investigated as a case study at two innovative school sites. Examples of practice are used to illuminate the pedagogy of experiential education, the new set of skills that result from this pedagogy and its applications for the future. Finally, the study suggests opportunities for transference to a mainstream school setting and considers the limitations of this practice as a solution to the challenges of the future.

OVERVIEW OF THE INSTITUTIONS

The examples of practice and conclusions in this study were developed from exploratory case studies conducted at The Eagle Rock School in Colorado, USA (hereafter, ERS) and the Tihoi Venture School in Taupo, New Zealand (hereafter, TVS). Each school is a critical case for investigations, as both have an experiential component integrated in their mainstream curriculum. In these two schools, experiential learning activities occur in both outdoor and formal classroom settings. These cases provide an opportunity to investigate experiential education practice in settings that is transferable to mainstream schools, but still illustrative of the possibilities of the pedagogy in that the program is not constrained by a traditional 9-4 schedule. The exploration of practice at these sites lends insight to a range of methods and practices in experiential education. The examples of practice will both deepen the pedagogical knowledge base in the field of experiential education and broaden resources in mainstream learning environments.

ERS is a private non-profit institution in Estes Park, Colorado, USA that has been a pioneer of experiential education in a school setting. The alternative education organization was started in 1993 as an initiative of the Honda Corporation to respond to the rising drop-out rate in American public high schools. In its 12 years of existence, ERS has influenced both the fields of experiential education and mainstream education across the United States. Serving as both a school of last resort for challenged youth and as a professional development center for educators from across the country, ERS has been changing the lives of individual students and teachers through its innovative practices.

The school's curriculum and practice is shaped by its graduation outcome: "to produce students who have the desire to make a difference in the world and who are prepared to do so." The organization achieves this goal through an intensive year-round residential program where each day provides a highly structured learning experience, be it in the classroom, the kitchen or the home. Academic learning is supplemented by personal and interpersonal challenges derived by living together and through multi-week outdoor trips. Participants spend from two to four years at ERS. Academic content is designed to be responsive to students' interests and graduation needs. However, the program also covers a range of developmental needs that are not met through traditional learning environments. Formal and informal lessons fall broadly into three categories of the self, the group and society, occurring in a blended living-learning community.

TVS, a school near Taupo, New Zealand, has had an equally significant effect on the lives of students over its 35 years of operation. The mission of TVS states: *In this unique and challenging environment, through the medium of community living, a quality academic programme and wide ranging outdoor pursuits we aim to provide the best possible opportunities to promote the personal and social development of our students.* The school exists so that students may learn to appreciate the greatness of New Zealand's outdoors, learn to live with their peers and "most of all learn to live with themselves." TVS is a private residential program unique to New Zealand; it offers a one-semester program for boys in year 10 (aged 14) enrolled at St. Paul's Collegiate School in nearby Hamilton. Students at TVS are high-achieving upper middle class students on a college preparatory track. The school

exists to serve their personal development and finds that the best methodology is through an experiential approach.

RATIONALE

Chapman, McPhee & Proudman define experiential education as:

> "An approach that has students actively engaged in exploring questions that they find relevant and meaningful, and has them trusting that feeling, as well as thinking, can lead to knowledge. Teachers are cast as coaches and are largely removed from their roles as interpreters and purveyors of truth, mediators between students and the world. They are asked to believe that students can draw valid and meaningful conclusions from their own experiences. Learning in this way ultimately proves more meaningful than just relying on other people's conclusions about others' lives." (1995, 239)

However, for many years, experiential education and experiential educators have not talked about what kind of learning happens. "The limited literature of the modern Experiential Education Movement is saturated with examples of blind faith syndrome." (Wichmann, 1995, 113) This leaves the general public with the feeling that it is experimental rather than experiential.

The movement, much influenced by John Dewey's publishing of *Democracy in Education* and the progressive movement in the first half of the twentieth century, Kurt Hahn's opening of the first Outward Bound School in 1943, and the mid-seventies formation of the Association for Experiential Education, has had a consistent-- yet peripheral-- presence in American education. And, experiential educators seem to like it that way to the degree that their programs exist outside the norms, facilities and budgets of the educational mainstream.

Their programs are supplemental and frequently reject the culture and practices of traditional education.

Yet the future strength of the experiential educational movement, either on the fringes or in the mainstream, is dependent on its ability to communicate its value to traditional educators and administrators. On a quest for the movement's sustainability, Wichmann (1995) asks experiential educators to reexamine present theories and practices, develop a sounder theoretical framework and provide for ongoing research into subject matter, methods and outcomes. Coleman supports this development. "If experiential education is to have a strong and secure place in the learning environments of the future, we need a better understanding of just what functions it fulfills" (1995, 123). Empirical studies so far have unearthed many factors that result from experiential education, but the real challenge is the development of a careful theory that details the interplay of factors in this pedagogical approach. More work remains to be done.

RESEARCH QUESTIONS

My research will not focus on validating the results of experiential education programs, but on the potential of the pedagogy to develop competencies that will be needed in the future. It will examine the specific techniques through which outcomes are achieved in experiential practice and suggest places for merging this practice with mainstream education. In examining this pedagogy, the central question of the study will be: *What is experiential education and what can mainstream education learn from examples of practice in these cases?* Techniques will be examined and a new context for understanding the pedagogy will

be suggested. A pedagogical shift will be considered through this new contextual understanding, as will the transferable strategies that result from these practices. The outcome is a resource for mainstream educators to utilize in their attempts to better integrate experiential pedagogy into their practice, so as to better prepare students for the future.

My interest in this topic comes from a relatively recent transition that I have made in my professional life from traditional education to the "fringes" of experiential education. Within mainstream education, I always found myself on the edge of the traditional as I sought answers to the present and future problems of education. Having found some short-term solutions for myself and my students in experiential education programs, I began to correlate these solutions with the long term changing nature of the world. Fearing that mainstream education was out of step with the educational needs of the future; I saw that it was time to expand my educational repertoire to include techniques from the fringes in order to meet these anticipated challenges.

We are living in a time where globalization, increased individualization, increasing uncertainty and the gradual disintegration of social norms and guidelines already undermine the basic fabric of society. These rapid changes pose threats to democracy (Freire, Giddens), economic production (Fukuyama, Young, Marshall and Tucker), culture and community (Coleman, Putnam, Green), identity (Beck, Touraine) and the environment (Huckle, Sterling, Orr).

The present educational system struggles to keep up with the challenges of today, let alone the demands of the future. Education's purpose has always been to prepare youth for the challenges of adult life, but we are currently educating for the past and not the challenges of the future. Orr (1994) considers it a problem *of* education rather than *in* education. Wichmann (1995) agrees, reflecting on the state of schooling in the past century in these terms: "Traditional schools were not developing enterprising minds, but were producing good citizens who could maintain a culture that is extremely linear, monochromatic, and low context. Unfortunately, it is a culture that is not able to adapt to the future shock of rapid technological change" (p.111).

Experiential education provides learning opportunities that might helpfully fill some of the gaps in education that traditional schooling leaves too often out of consideration. Its pedagogy has the potential to be widely applied as it establishes learning relationships that foster the creation of solutions to the challenges of the future. Experiential education practices encourage a sense of connectedness, community and compassion, which can counteract the increase in individualism and the degradation of the environment in a globalized society. Experiential education aims to build confidence, improved self-concept and communication skills, which are necessary to be able to live with uncertainty in this rapidly changing world.

This study attempts to connect experiential education's techniques with solutions to the challenges of present and future society, and make a case for their adoption in mainstream

education. While it does not suggest a panacea for immediate reform, nor pretend to be a singular solution to complex problems, it does suggest opportunities for change.

CHAPTER 2: PRACTICE IN CONTEXT

INTRODUCTION

Experiential education has been defined and interpreted in a variety of ways over the course of the twentieth century. In fact, the background of experiential education has its earliest origins in ancient Greece when Socrates began the break with tradition, arguing in his dialogues with Meno and Plato that students had something to contribute to the process of learning and that this knowledge should be brought out, rather than taught (Boeree, 2005).

While current models are as diverse as their educative experiences, experiential education has common roots in progressive education. In particular, it has historical antecedents grounded in Dewey's thesis about 'learning from experience'. As such, it is part of a family of approaches to teaching and learning, including, but not limited to, critical and child-centered pedagogy. Moreover, since 1954, the Association of Supervision and Curriculum Development in the United States has taken a position of support on curricular iterations of experiential education, including reflection, multicultural studies, character education and environmental education (ASCD, 2004).

As such, experiential education is part of a larger movement to turn learning into not only informing or training children's minds, but also for transforming their lives. It is underpinned, sometimes explicitly, on other occasions less so, by a constructivist theory of learning which stresses the role of students in determining the form and content of what they are taught. It also articulates with certain philosophical aims of education that emphasize the development of personhood and the importance of treating the learner with respect. Finally,

it represents a response to the demands of modern living which require people to be more adaptable and confident in the light of the demands and uncertainties of high modern society.

Certainly, currently, experiential education in the US derives considerable inspiration from the forms of practice and philosophy generated by a powerful shift in ideas about the nature of world society, which is why its influence continues to affect the direction of progressive forms of education and the questions which its exponents ask. These origins of practice influence a particular form of pedagogic relationships with a stress on particular kinds of curriculum content and organization. This study will bring these ideas into greater critical consciousness, tracing relevant practice as to better understand them, beginning with its current preoccupation with how best to prepare students to meet successfully the challenges of a globalized world and future.

VISIONS OF THE FUTURE

Humanity's preservation and mode of existence have always been questioned, yet perhaps never so much and so little as in our current state of simultaneous triumph and defeat. Giddens (2000) has described this condition graphically, as follows:

> "We live in a period of multiple revolutions. We witness extraordinary technological change centered on digitalization, information technology and extending into biotechnology. New global capital markets have a reach, liquidity and speculative capacity that is unparalleled... the risks confronting the global environment are on a scale and has a degree of uncertainty that is again unprecedented. Inequality of income and wealth, both within countries and between the developed and less developed world has increased...Productive capacity and the size of the world labor market now far outstrip demand...All these phenomena co-exist and

enforce each other. Together, they both drive and result from the processes we call globalization" (p.213).

Simply, globalization can be described as the increasing interrelationship of people, goods and politics across former boundaries of geography and time. Results of globalization include identity fragmentation, destruction of community, nationalism replacing diversity, complex and uncertain social and economic conditions, variable markets and environmental destruction (Touraine, 2000; Orr, 1994).

The ultimate result of globalization is that individual and community identities are increasingly colliding. As Beck (2000) observes, "those who live in this post-national global society are constantly engaged in discarding old classifications and formulating new ones. The hybrid identities and cultures that ensue are precisely the individuality which then determines social integration. In this way, identity emerges through intersection and combination, and thus through conflict with other identities" (p.169). We have arrived at the place and time in human history where a do-it-yourself biography has replaced our memory of community. The life and identity of the individual has seen its support structures eroded through the ineluctable conflicts of the global transition and can often not articulate easily its existence in a world of overlapping identities further eroded by self-determination, denationalization and detraditionalisation. Fukuyama (1995) cites the marked deterioration of the family structure, marriage and community organizations which are breaking down due to the growth of individualism. Culturally, we are seeing the increased proliferation of the self as frame of reference, making identity-formation a highly complex and variegated experience for everyone.

The influence of globalization in the process is paradoxical. The global movement of people has produced not people who belong everywhere, but people who don't belong anywhere. Transnationalism tends to breed both apathy and nationalism. Inequalities between and within nations grow as the gulf between the haves and the have-nots widens. Uncertainty has become the only certain outcome for many people. As Giddens (2000) says, "events ten years ahead are harder than ever to predict; there is almost certainly some change already underway whose future impact has yet to be identified" (p.214) We continue trying to live in this world of uncertainty, but for many it is not working. We need either something new or something beyond so that we can redefine our next steps as a civilization. "Globalization is here to stay, and while there will be inevitable hiccups and setbacks, there is no going back for anyone." (Giddens, 2000, 215)

IMPLICATIONS FOR EDUCATION

Regardless of the rate at which we approach our uncertain future, or the state at which we finally arrive, one thing is indisputable: educators have a role to play by reforming education in the light of what is known about the challenges we are all compelled to face. Recent attempts at such reform have attempted to respond to the economic implications of high modernity. The results, however, are an economy-led education rather than an education-led economy (Young, 1998). Tests and targets largely drive the education market, while "schools are dishing up a 'fast-food' education that stresses results at the expense of understanding and measures achievement with superficial tests." (Russell, 2004, para. 2) There is a huge gulf between the precision of these tests and the dynamic nature of the world of the future.

This suggests a new version of schooling that is better able to prepare students for the challenges of a global society like identity, community and environmental fragmentation. Indeed, some writers argue that it will be the role of education in particular, as a harbinger of social change, which will significantly recreate the role of the individual and the community (Orr, 1994). One of these writers, Cortese, argues that "the larger goal of shifting the thinking, values and actions of all individuals and institutions worldwide demands a long term societal effort aimed at making environmental and sustainability concerns a central theme in all education" (1999, 8). The actual future is uncertain, but there are certain skills and processes that will better prepare the children for the ambiguity of modernity. Education reform, it is suggested, needs to investigate and respond positively to those needs. Hicks and Holden (1005) suggest that "Teachers have a legal responsibility to prepare students for life in the period 1995-2070" (p. 7) and provoke thought of how education today will actively prepares students for future challenges and ambiguities.

THE POSSIBLE COMPETENCY DEMANDS OF HIGH MODERNITY

While it is clear that no predications of the future can accurately account for all facets of life, there exist a host of sources that can inform our best guesses as to the changes education needs to make to confront the consequences of high-modernity. Touraine (2000), for example, discusses the need to teach new skills for the ambiguous future – skills like simultaneity, tolerance, communication, questioning and innovation. Similarly, Beck (2000) suggests active management skills, which will enable people to filter through hordes of information, evaluate conflicting perspectives, create dialogue, enunciate contradictions, negotiate and compromise. Additionally, Sterling (1996) explains that future social

sustainability will depend on the ability of people to respond positively to change and uncertainty, alongside a facility to be newly creative in interdisciplinary and holistic ways.

Relatedly, the citizen of tomorrow will need to be ethically sophisticated in new ways. As Beck (2000) explains, the ideal society of the future will be one in which people think of themselves and live for others. Putnam (2000) seconds this notion, drawing attention to the fact that a well-connected person in a poorly connected society is not as productive as a poorly connected person in a well-connected society. The quest then becomes, not to find a new form of society as such, but rather "a [new] form of association which will defend the person and goods of each member with the collective force of all." (Rousseau, 1983, 72) Experiential education, I now want to argue, is well placed to assist this process along

EXPERIENTIAL EDUCATION AS A PEDAGOGY FOR THE FUTURE

Experiential education has the propensity to provide some educational solutions to the demands of modernity. It is appropriate to the needs of our time as it possesses both an interpersonal and intrapersonal element to learning. Embodying a student-centered pedagogy, it focuses on the individual, while relating that individual to the larger group and world through experience. It also neatly chimes with the needs of our time as it seeks to teach the skills, knowledge and values that address the challenges to individual identity and community cohesion brought about by the major social transformations of our time mentioned above.

In its simplest form, the pedagogy of experiential education is about 'learning by doing', a process by which students can learn any content. Its flexibility allows it to address diverse topics like environmental impacts of economic production or building a global community within contexts as simple and varied as a middle school English classroom or a college field science class. This is made possible through a spectrum of practices inherent to "learning by doing."

The comments of participants at the 2004 National Society of Experiential Education Convention help us to unravel what 'learning by doing' means. They defined their practice as 'active hands-on experiences', 'authentic', 'using feeling as a way of knowing', 'real world application of learning', 'having skills integrated with content', and 'constructivist'. Others referred to their work as providing 'emotional, spiritual, physical and social pathways to knowledge'. Such sentiments are given academic credence by Kirsch, who argues that "to be fulfilling, learning experiences must be integrated; they must include the body and spirit as well as the mind." (1998, para.19)

Experiential education, accordingly, is less defined by what is done, but rather more by *how* it is done, which explains why Dennicolo (1992) identifies the following strands of practice as being constitutive of it:

1. A search for meaning and understanding
2. Greater student responsibility for learning
3. A concern with skills as well as knowledge
4. An approach to the curriculum which looks beyond graduation to wider career and social settings

Similarly, Joplin's (1995) seven characteristics of experiential education describe traits that are evident in the pedagogy:

- Student based rather than teacher based
- Personal not impersonal
- Process and product orientation
- Evaluation for internal and external reasons
- Holistic understanding and component analysis
- Organized around experience
- Perception based rather than theory based

Hovelynck (2001b) concurs, defining experiential education's nature as a holistic approach that integrates cognition, aptitude and attitude simultaneously. Regardless of which set of definitions is used, this approach is not about adding experiences to pre-existing curriculum. Rather, it is about the practice of using experiences to develop the knowledge, skills and values that lead to the development of individuals and community. Experiential education thus strives not to be a model, nor to have a stringent definition, but to suggest a philosophy through which teachers can create meaningful learning experiences for students and social sustainability in response to the demands of contemporary society.

This philosophy has a history, the various aspects of which I want now to account for in more explicit and specific detail, beginning with its links with the progressive education movement.

A HISTORY OF EXPERIENTIAL PEDAGOGY: PROGRESSIVE EDUCATION

As I have already stressed, the quest for meaningful and socially transformative education practices has a long history. Since the early twentieth century, progressive education has

engaged the minds of theorists and practitioners looking for ways to reform society through schooling. To understand the aims of progressive education, it is important to examine it through the circumstances in which it first came to prominence, much as one can best appreciate the relevance of experiential education against the backdrop of increased globalization in contemporary times.

The progressive education movement developed at a time – specifically, during the middle decades of the last century – when schools in the USA were chiefly seen as places in which to 'Americanize' children by instructing them in the values of hard work, individualism, capitalism and thriftiness. While there is not uniform consensus about the exact parameters of the progressive education movement, and progressive's themselves did not have a uniform agenda, progressives represented a critique of the 'Americanization' role of schooling, being influenced by the common objectives of radical social and political action. As Berube (1995) puts it: "At the heart of progressivism were efforts to expand democracy, sympathy for immigrant poor, attempts to counterbalance the rise of unbridled wealth with new industrialism, and a drive against municipal corruption" (p.1). It was also developed in response to the failure of the traditional classroom of classical studies in the 1900s to reach the increasingly diverse populations of urban centers. High drop-out rates, juvenile delinquency and illiteracy were the by-products of a curriculum that seemed to no longer meet the needs of an industrial or diverse society. As a result, radical educators, psychologists and sociologists began to question education's approach. As Tozer, Violas and Senese (1993) explain, they began to call for:

1. A varied curriculum based on the interests and needs of the students
2. Learning based on activities rather than rote.

3. School's aims, content and processes that reflect the social conditions of the time, and
4. The primary aim of schooling being to solve social problems.

The work of John Dewey is relevant here, in particular his books, *Democracy and Education* (1916), *Experience and Nature* (1929), *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process* (1933), and *Experience and Education* (1938). Certainly, he led an aggressive pursuit of the sustainable democratic aims of education as a social institution. Believing that one of the chief purposes of schooling should be to assist young people adequately to participate in social and democratic life, Dewey identified new ways of engaging the child in learning so as to make this a likely outcome. In particular, he drew attention to the social and creative natures of children, encouraging educators to pursue students' lines of inquiry rather than emphasizing their own. Dewey saw experience as the ultimate motivator, deducing that "the primary meaning of progressive education was that it marked an arrangement of student experiences that grew progressively out of the student's interests and experiences." (Tozer, Violas, Senese, 1993, 144) Dewey's ideas have not grown stale. On the contrary, his works have been reinterpreted and continue to influence mainstream practice and education reforms. Developments in the field of experiential education are one such response to these ideas.

A HISTORY OF EXPERIENTIAL PEDAGOGY: CONSTRUCTIVISM

Dewey's philosophical approach to learning influenced a developing understanding of the role that experience plays in learning. Ausubel (1968), Bruner (1990), Vygotsky (1978) and Piaget (1972), for example, provided distinctive reinterpretations of this approach, to the degree that each, albeit in different ways, privileged the role of the learner in actively

constructing knowledge and fostering new skills. Their 'constructivist' perspectives, which implicitly inform the modern practice of experiential education, have implications for how best to think of the most appropriate environments for effective learning. Jonassen (1994) provides an eight-fold characterization of what these ideally should entail:

> 1. Constructivist learning environments provide multiple representations of reality.
>
> 2. Multiple representations avoid oversimplification and represent the complexity of the real world.
>
> 3. Constructivist learning environments emphasize knowledge construction inserted of knowledge reproduction.
>
> 4. Constructivist learning environments emphasize authentic tasks in a meaningful context rather than abstract instruction out of context.
>
> 5. Constructivist learning environments provide learning environments such as real-world settings or case-based learning instead of predetermined sequences of instruction.
>
> 6. Constructivist learning environments encourage thoughtful reflection on experience.
>
> 7. Constructivist learning environments "enable context- and content- dependent knowledge construction."
>
> 8. Constructivist learning environments support "collaborative construction of knowledge through social negotiation, not competition among learners for recognition" (p.2)

These characteristics articulate with a specific notion of the student as a learning subject, in which great stress is laid upon building meaning instead of merely absorbing facts or reproducing products. The building of "self-esteem" and "community" has been part of the same progressive project, coalescing in today's dominant K–12 paradigm, which combines the child-centered, nonjudgmental, nonhierarchical, teacher-as-facilitator classroom with a cooperative learning regime (see Rochester, 2003, para. 6). These progressive ideas underpin

considerably the philosophy and practice of experiential education, though many of its exponents rarely are able explicitly to disinter their origins or intellectual pedigree.

A HISTORY OF EXPERIENTIAL PEDAGOGY: AIMS OF EDUCATION

Progressivism and constructivism raised further questions about the aims of education and generated philosophical debate about what the higher purpose of schooling should be. Present in each approach's value system and methodology is a profound respect for the learner, which often rides at stark contrast to the utilitarian aims of traditional curriculum. Following on from Freire (1974), and continuing the progressive tradition, the student is viewed by experiential educators as persons in their own right, rather than objects. As a result, in discourse, the word student was changed to child as childhood education came to be romanticized, maintaining the innocence of the child and the need to guide their intellectual and personal development. Of central importance here is how pupils view themselves, including crucially what they bring to the learning environment. The British philosopher of education, Richard Pring (2004), puts this point well, remarking that:

> "Teaching [children as person]. . . requires the recognition that all young people, even though academically not very able, have the capacity for what can be described as moral seriousness: that capacity to think seriously about their relationships, about the kind of future (including jobs) they want to pursue, about loyalties and commitments. Both developing and supporting that sense of seriousness seems to be a central task of the profession of teaching. It requires on one hand, roots within those traditions of thought and experience through which such questions have been posed and explored by others elsewhere. But it requires too, a respect for the authentic voices and feelings of the young persons as they struggle to make sense of their place within society" (p.23).

Tutorials, community projects, lessons about personal relationship building and activities that enable teachers and students to confront and develop their personal, social and moral values came to be built into the curriculum.

Therefore by association, personal development is the aim of education in the experiential and progressive tradition. Personhood is not a given, but a consequence of intentional development through schooling. Children are enabled and nurtured rather than filled and cajoled. Pring again: "Persons are the 'things' that you educate, Education is a matter, not of turning non-persons into persons, but rather of helping people to become more fully persons" (p.14). The idea that children and their development matter, that childhood is an important period in people's lives is a major underpinning.

Aims of education which emphasize the development and respect of persons are implicit within the pedagogic relations that experiential educators seek to provide and promote, chiefly through the manner in which they privilege the interpersonal and intrapersonal dimensions of learning. Experiential pedagogy has these specific aims and is, therefore, an appropriate continuation of this tradition of social and personal development.

A HISTORY OF EXPERIENTIAL PEDAGOGY: CRITICAL PEDAGOGY

Also presupposed are aspects of what is known as 'critical pedagogy', another reform in the progressive tradition that which equally promotes the importance of the self and society. However, the core concern of critical pedagogy is to illuminate and confront the role of

schools in perpetuating the established social order. Critical pedagogues raise two significant questions in particular:

1. To what extent should public schools focus on character development, societal reform, and other affective goals, as opposed to academic development?

2. If values are taught in school, whose values should take precedence?

Giroux's (1983) resistance theory of education attempts to answer these questions by building on Dewey's progressivism and Freire's (1974) liberation pedagogy. He conceptualizes teacher ideology as the key function of social transformation and transformative action. Therefore, he concludes, if teacher ideology is changed, so is society. For Giroux, education exists as resistance and liberation: "Its primary purpose (he says) must be to stimulate their passions, imaginations and intellects so that they will be moved to challenge the social, political and economic forces that weigh so heavily upon their lives" (1983, 32). To achieve this radical objective, Giroux proposes stimulating students through activity, critical thinking, clarifying values and learning about the structures of society that impact the individual, particularly dominated people.

Critical pedagogues are 'critical theorists' of society, who Gibson (1986) characterizes as follows:

> "They begin from a concern to map the inequalities and injustices of children. Next, they claim to trace those inequalities and injustices to their source, showing the educational processes and structures by which they are maintained. Finally, they seek or propose remedies to those injustices. The three shared characteristics can be restated as: What is wrong with education? Why and how have those ills arisen? How may they be remedied? Of the first of these questions (What is wrong?) there is quite remarkable unanimity among all varieties of critical theorists in their appeal to the same body of evidence. On the second set

> of questions (Why? How?), there are four major answers proposed (the economy, the state, culture, resistance). On the third question (What is to be done?) there is a remarkable vagueness and evasiveness or practical proposals as to how to achieve the common goal." (p.44)

However, while critical theory unites radical objectives for the reform of schooling, it often fails to provide a plan for its overhaul. Frequently long on analysis, it is too often short on specific prescriptions, for putting theory into action. The experiential education heuristic, however, suggests a framework for supporting teachers who are interested in implementing critical pedagogy in daily practice. Experiential education builds on the deconstructive ideas of critical pedagogy and continues the progressive tradition with strategies for learning that disregard the power relationship of teacher and student, value equity, grant that the knowledge can come from within the student, and respect that knowing is a process, not a commodity.

With these influences working away at its core – progressivism, constructivism, respect for persons and critical theory – experiential education represents an optimistic and reformist vision for schooling. It seeks to address some fundamental questions concerning public education and American society. Accordingly, while the purpose of schooling is increasingly unclear with the advent of globalization, experiential education provides one way of bridging the original progressive intent of people like Dewey and Freire with aims for education which address the demands of living in a modern and highly uncertain world. The aims of education depend on the direction and purpose of society as much as education directs the purpose of society. Experiential education is the next iteration of practice to better meet the

needs of a dynamic society. In the section that immediately follows I shall outline some of the specific experiential curriculum models that have in recent times helped to define the aims of education.

CONTEMPORARY CURRICULUM TRENDS THAT INFLUENCE THE FORM & CONTENT OF EXPERIENTIAL EDUCATION

Experiential education draws upon its progressive past in order to accommodate present social and personal needs. As it evolves, it continues to respond to the challenges of society as it treats the pupil-learners as persons and educates them in ways that develop them as independent and creative personalities. At different times, it has taken shape in various practical models. Recent ones, as I will now indicate, have been additionally informed by the fields of global studies, environmental education and the education for sustainability movement, attempting to respond to the needs of modern society by including the following:

- Critical thinking skills
- Values instruction
- Autonomy and taking responsibility for learning
- Personal development and self-knowledge
- Community development
- An understanding of the connectedness of life on the planet and the consequences of our actions.

In response to the trends of globalization, experiential education approaches are frequently infused with a global studies dimension, described in one British official source in these terms:

> "[A] global dimension in teaching means that links can be made between local and global issues and what is taught is informed by international and global matters. It also means that

> young people are given opportunities to examine their own values and attitudes, to appreciate the similarities between peoples everywhere, to understand the global context of their local lives, and to develop skills that will enable them to combat prejudice and discrimination. This in turn gives people the knowledge, skills and understanding to play an active role in the global community." (DFEE, 2000, 3)

In the U.K., The Sustainable Development Education Panel (2002), the Department for Education and Employment (2000), and Oxfam (1997) have all espoused the need for a global citizenship curriculum that teaches both processes and values for learning in the global environment. The aims for global education, according to Pike & Selby in *Global Teacher, Global Learner (*1988) include:

1. *Systems consciousness*
2. *Perspective consciousness*
3. *Health of planet awareness*
4. *Involvement consciousness and preparedness*
5. *Process mindedness*

Harber (1987) in *Political Education in Britain* and *The Oxfam Curriculum for Global Citizenship* each suggest that a curriculum for the future encompass values, an understanding of connectedness, community development and critical thinking skills.

Environmental education also aims to meet some of the above needs and represents a further attempt to supplement mainstream curriculum with lessons that stimulate understanding of the complex world and to foster sustainable relationships on the planet. Fein (1993) describes environmental education as a new paradigm, in which:

> "The Dominant Social Paradigm views nature as subservient to human needs and economic growth. Values in the New Environmental Paradigm include a high regard for nature; respect

> for natural and social limits to growth; empathy with other species, other people and future generations; support for careful planning in order to minimize threats to nature and the quality of life; and a desire for change in the way most societies conduct their economic and political affairs." (p.4)

Using experiences in nature, as well as direct education about environmental issues, environmental education emphasizes critical thinking, connectedness and values development, all of which articulate with the philosophy and practice of experiential education.

Rooted in social and ecological activism, the Education for Sustainability (EFS) movement attempts to bridge the aims of global and environmental education. It has a valuable perspective to add to experiential education's response to the complex futures we shall face with an approach that builds community, values, critical thinking and connectedness. Using a three pronged focus, education for sustainability examines the ecologies of the self, society and the Earth, while teaching strategies for the sustenance of each. The most comprehensive of the three experiential progressive models, EFS also involves, in Orr's words, "changing the substance and process of education contained in the curriculum, how educational institutions work, the architecture within which education occurs and, most important, the purposes of learning" (1994, 33).

In addition to its reforms of the structures and process of education, EFS focuses on competencies that will better prepare children for the challenges of high-modernity, a theme close to the work of experiential educators. The Center for Ecoliteracy (2005) identifies these competences as follows: the ability to think systemically, empathy and the ability to see

from and appreciate multiple perspectives, a commitment to equity, justice, inclusivity, respect for all people and a feeling of kinship with the natural world. In the progressive and constructivist tradition, EFS aims to reposition education with the higher purpose of creating a sustainable future for individuals, society and the planet. Not surprisingly, this higher purpose finds frequent expression in the work of experiential education.

Another iteration of experiential education, one that echoes with the intent of EFS, is the Expeditionary Learning model, a design closely affiliated with Outward Bound and Kurt Hahn. Practices are closely driven by a specific set of principles that guide both the academic and personal learning experience, including:

1. **THE PRIMACY OF SELF-DISCOVERY**: Learning happens best with emotion, challenge and the requisite support for students to do more than they think they can.
2. **THE HAVING OF WONDERFUL IDEAS**: Teaching fosters curiosity about the world by creating learning situations that provide something important to think about..
3. **THE RESPONSIBILITY FOR LEARNING**: Learning is a personal process and social activity that encourages both children to become increasingly responsible for directing their learning.
4. **EMPATHY AND CARING**: Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust.
5. **SUCCESS AND FAILURE**: All students need to be successful if they are to build the confidence, but it is also important to learn to turn failures into opportunities.
6. **COLLABORATION AND COMPETITION**: Students are encouraged to compete with their own personal best instead of the group.
7. **DIVERSITY AND INCLUSION**: Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability and respect for others.
8. **THE NATURAL WORLD**: A relationship with the natural world refreshes the human

spirit, teaches cause and effect and helps students become stewards of the earth.

9. SOLITUDE AND REFLECTION: Students and teachers need time to explore their own thoughts, make their own connections, create and share their own ideas.

10. SERVICE AND COMPASSION: Students are prepared with the attitudes and skills to learn from and be of service. (ELOB, 2005, Principles Section)

The Expeditionary Learning model builds schools around active forms of teaching and learning with emphasis on high achievement, high expectations and character growth. The most prescriptive of the models, it offers a comprehensive plan for implementing experiential practice school-wide.

However, problems exist with this and the other experiential models mentioned above. For example, the ELOB model is overly prescriptive of practices so that it not neutral enough to transfer to mainstream settings which resist implementation of schemes that cover every aspect of school design. Conversely, the problem with EFS is that it is not prescriptive enough. While it provides a clear vision of the skills that a child of today needs in the society of the future, it lacks a blueprint to achieve them. Fein (1993b) finds different fault with environmental education. He points the overemphasis of knowledge at the expense of values and skills. Huckle (1983), meanwhile, acknowledges the disconnect of all supplemental models and the need to create links between outside models and the mainstream so that their success is not diluted by the gap between rhetoric and reality.

From these failures, we learn two things that can inform future reforms. One is that add-on experiential models do not comprehensively meet the needs of education reform as they are too easily marginalized and forgotten in the day to day work of a school. A vision for

education for the future, therefore, will be most successful if it goes beyond simple add-on programs. We also learn that models that are too specific will also fail to be integrated in the mainstream. Therefore, one of the problems that needs to be worked out if experiential education is to make the jump to mainstream practice, is the attainment of that delicate balance between being over and under prescriptive. It is this balance and the ability to integrate seamlessly with current mainstream aims which will be key to its adoption as a reform.

CONCLUSION

Mainstream education as it is presently understood, sometimes struggles to meet adequately the demands of modern living. The demands of the future and social revolutions of our time may require us to develop different competencies so as better to navigate our way through life. Certainly that is Halpin's (2003) conclusion, which argues that "[a] central dilemma facing contemporary schooling within modern societies is how best to foster among pupils the necessary skills and dispositions to stretch their capabilities in ways that help them to make more of themselves than is immediately apparent" (p.108). Experiential education pedagogy, has the potential to develop the skills and dispositions identified by Halpin, as well as the additional needs of the ambiguous future to the extent that it endeavors to develop some of the competencies that will be needed by learners tomorrow.

A connection with felt need of our times, asks us to investigate further such alternate ways for achieving forms of schooling that provide new learning outcomes for the present and future challenges of modern living. Indeed, the progressive ideology and history of

experiential education points to its potential for achieving these outcomes. However, like its historical interpretations and prior models, it cannot be a single solution to a complex set of problems. For, as Dewey once remarked, "[t]he general principles of the new education do not of themselves solve any of the problems of the actual or practical conduct and management of progressive schools. Rather, they set new problems which have to be worked out." (1938, 22) Nevertheless, experiential education does present an interesting opportunity to explore a form of practice that can address some of our anticipated needs for social and personal development in the future.

This study therefore will seek to examine the latest iteration of the progressive movement, unpacking the potential problems associated with experiential education's prospective ability to respond to the challenges of globalization. In particular, through analysis of two cases, it will seek to answer how we can embody experiential education and make it work in our public schools, and how we can justify experiential education as a 'good' education in and for our times.

CHAPTER 3: METHODOLOGY AND RESEARCH DESIGN

OVERVIEW

The two case studies which feature in subsequent chapters explore the following research question: *What is experiential education and what can mainstream education learn from examples of practice in these cases?* In particular, they examine the pedagogy and values of the agents involved in experiential learning activities in two particular school settings in order to develop an appreciation of the principles underpinning experiential educational practice in general.

Data for these studies were collected through observations and interviews. Observations were conducted of various classroom-based experiences and non-academic school-based and field-based activities. They included formal school meetings, small group advisory sessions, literature classes and classes taught both on mountain biking trails and in a classroom. Immediately following the observations, interviews were conducted with instructors to provide additional insight on the data collected that day and their instructional choices. Finally, the instructors' curriculum and pedagogy were examined in the organization's curriculum guides and textual materials.

A total of ten days were spent observing at each location, with observations occurring several times a day. The research window provided ample opportunity for diverse experiential education experiences to be observed in a variety of settings, as well as for the opportunity to

observe classes or groups twice. The time proved sufficient to obtain varied and detailed data for analysis and understanding of the research question.

Fifteen formal observations occurred at ERS, and 18 at TVS. Fourteen different instructors were observed at ERS, and some instructors and learning opportunities were observed twice for further understanding of situational learning experiences. Ten different instructors were observed at TVS. Extensive field observation occurred at TVS, resulting in more observations of the same learning team. A similar field observation was intended at ERS, but it was abandoned due to safety and weather considerations. Some additional observations were eliminated during the analysis phase to assist with focus and data management. Six staff were formally interviewed at ERS and TVS. Observations of courses at the ERS occurred during May 2005 and in August 2005 at TVS. Student age ranged from 9th grade at TVS to ages 16-21 at the ERS. Students were observed in formal and informal learning experiences in both classroom and social settings to better understand the complex interactions that make up an experiential learning environment. More details about the cases follow in Chapter 4: An introduction to the data.

THEORETICAL PERSPECTIVE

One of the aims of sociology is "to check-up on common-sense beliefs." (Giddens, 1979, 249) As the practice of experiential education is dynamic and value laden, with individual's experiences being highly influenced by the group, a sociological orientation that disinters and examines the assumptions and attitudes of those involved in its reproduction is the most appropriate one to adopt in order to 'answer' well my research question. As Brand (1979)

instructs (quoting Wittgenstein) "there are rules which can never be spoken at all, which only lie in the shadow, and precisely those are the most fundamental, because they are found apart from all doubt in that they are never put into question" (p.128). What Brand is saying to us here is this: actions reveal more about values than rules.

Certainly, it suggests a way to understand the negotiation between individuals and structures. Bourdieu's (1990) concept of *habitus* articulates well with Brand's insight. By his use of this notion, Bourdieu draws to our attention the ways in which internalized personal decision making constitutes a set of sub-consciously held past experiences that actively guide present action more reliably than formal rules or guidelines. As Crossley (2001) further explains, "an agent's habitus is an active residue or sediment of his past that functions within his present, shaping his perception, thought and actions and thereby molding social practice in a regular way" (p.83). This concept directs us to consider the impact of individual experiences when considering practices in the social arena. This is relevant to understanding experiential education, as instructors are not limited by perceived institutional structures, but have a lot of freedom to make decisions in the field. To that extent, courses are both structured both by curriculum guides and on paper and the values employed in the decision-making of instructors.

However, the influence of values or structures on practice is not easily discernable even with the assistance of these theories. Sociologists debate the relationship of structure and agency; what controls whom, or who controls what. Giddens (1979), for example, illustrates this complexity in his observation that "action or agency does not refer to a series of discrete acts

combined together, but to a continuous flow of conduct, involving a stream of actual or contemplated causal interventions of corporeal beings in the on going process of events-in-the-world." (p.55) Bourdieu similarly provides an examination of the role of structures, seeing 'society' as a product of a dialectic between practice and structure. Therefore, actual education practice is an ongoing negotiation between formal roles and expectations within an organization and an accumulation of internal values and beliefs. This is what Giddens (1979) is theorizing about when he tells that "it is fundamental to affirm that social systems are not constituted of roles, but of reproduced practices; and it is practices, not roles, which (via the duality of structure) have to be regarded as the points of articulation between actors and structure." (p.117)

It follows that investigating the implementation of any educational reform always involves more than looking at the adoption of new organizational procedures. It involves giving attention also to the agents of change themselves. As education practice will likely be guided as much by agents as systems, it is important to seek clarification of what is going on by understanding social actors' engagement with the formal rules and structures. Indeed, the socially acquired, embodied systems of dispositions and/or predispositions are what make, or break, the structural components of a program. And it is, therefore, through the dynamic actions and interactions of the instructors involved in my cases that the details of experiential education are most likely to be revealed, which is why my case studies of experiential education require me to 'get at' and scrutinize the assumptive worlds of the instructors that work within the educational settings concerned.

DESIGN DESCRIPTION

My studies then are exploratory 'cases' of singular instances, in which I seek to provide insight into the ideas which particular experiential educators think and act with as they go about their professional work. They were conducted in order to optimize understanding of each case, rather than to provide generalization beyond them (Stake, 1998, 86). While my findings may not be duplicated in a positivistic sense, there is a possibility for them to be generalized and applied in a qualitative one, to the extent that my accounts provide operational images of two instances which are capable of being transferred by any reader to similar contexts with which they are familiar. Thus, within my studies there lurk opportunities for educators to recognize aspects of their own work environment, identifying places even where they can take action for local change of a comparable kind. This recognition is made possible by the description and accounting of practice and relationships in varied contexts at each school site.

The cases themselves, and the methods of data collection selected, are appropriate for situations that, in Marshall and Rossman's (1989) words, "value participants' perspectives on their worlds and seek to discover those perspectives" (p.11). Other research methods would be inappropriate to study such contextualized information in such unique situations. Thus techniques such as formal surveys would be too static to encapsulate the dynamic nature of experiential education. Relatedly, mathematical modeling cannot do sufficient justice to the intentions, beliefs and attitudes of those involved.

JUSTIFICATION OF THE CASES

Both ERS and TVS, as cases, offer depth and breadth to the picture of experiential practice, providing details that support exploration of the research question. Each school was selected as the programs they offer are comprehensively designed to incorporate experiential education practice into the mainstream academic provision, and not as an add-on supplementary program. While both schools organize their programs around the concept of experience, each conceptualizes curriculum and practice differently. At TVS, experience is used as the primary method for delivering mainstream curriculum aims. At ERS, curriculum aims are determined by the experience. Studying only two schools provides an opportunity to look in detail at experiential practice in varied contexts with varied populations.

TVS serves an upper and middle class population of year 9 boys who are successful in a traditional academic school. The program has been in existence for nearly thirty years, and is modeled on one of the most elite private schools in Australia, Geelong Grammar and its experiential program, Timbertop. As a result, TVS students' semesters at the mountain campus are highly regarded as a status-building. Therefore, its practices go largely unquestioned and its structures have remained fairly constant since its inception. Nevertheless, the school has refined practices at the outdoor campus and as a result experiential education permeates both its social and academic programs. It is regarded as an historical leader of practice for residential private schools with experiential components.

ERS is also regarded as a leader of practice, but for its innovation rather than its age of inception. This school's program was designed twelve years ago in response to the needs of

adolescents who were disenfranchised in the mainstream school system and at-risk for, or currently engaged in, socially inappropriate behaviors. ERS was also chosen for this study due to their demonstrated high rates of academic success with populations that are not successful in mainstream schools. Due to the experiential and engaging curriculum and social program at ERS, students are engaged and even graduate. It is also an especially interesting case because its experiential program spans the students' entire stay at the school.

Each then is a critical case due both to its place at the forefront of experiential education as well as for its specific history and population. The choice of schools show two different ways that experiential education is incorporated into academic programs as well as the ways in which experiential education can be used with both high-achieving and at-risk populations. While the sample pool is small in size, the variety and detail of experiences within each case provides sufficient diversity and richness to warrant the special attention given to them.

While the findings from my studies are inevitably limited by the small sample of institutions investigated, this does not make them invalid. On the contrary, the varied populations served by each school provide a spectrum of activities against which to assess the transferability of experiential education to the intakes of mainstream schools.

METHODS OF DATA COLLECTION

As I remarked at the start of this chapter, data for the case studies were collected through observations and subsequent interviews. Using such a mix of methods facilitated both

methodological and environmental triangulation of data collected, thus strengthening the validity of the findings and my analysis of them

Saussare (1974) advocates seeking to understand for the sake of understanding. Such an approach guided my observations, affording me the opportunity to see the subtle processes by which experiential education manifests itself in an outdoor education program. Immersion in the setting was essential to identifying the informal processes and cultural contexts that explain policy (Marshall & Rossman, 1989, 19).

Schemes of perception, thought and action were investigated along with observation of the situational examples of experiential education. Dispositions do not exist in a vacuum (Sayer, 1999, 425), so interviews were conducted as a follow-up to observations to examine the relationship between agency, curriculum and practice. The visible elements of the culture may be sustained by various hidden values, beliefs, ideologies and assumptions – questioned and unquestioned, conscious and unconscious (Morgan, 1989, 51). Interviews with instructors were conducted so as to further understand the agent's praxis from field observations.

One-on-one interviews assisted in the process of uncovering people's dispositions towards experiential education techniques in general as well as in relation to particular instances. Interview questions (Appendix A) were structured to encourage teachers to delineate their notions of the formal policies, procedures and practices that define experiential education and to review elements of practice viewed during the day's observations. Questions were also

designed to examine individual teacher's decision-making and the relationship between these choices and their understanding of experiential education.

PILOT STUDY

A pilot study was conducted to refine observation techniques and interview questions. The methods of data collection and analysis were tested out specifically during my Institution Focused Study (2005) at the Boojum Institute for Experiential Education in California, USA. Internal and external feedback was acquired to improve the observation and interview process. During this time, the original observation tool was eliminated as it required too much immediate categorization of data and resulted in losing key dialogue. The pilot study also helped provide a structure for analysis through the development of specific analytical categories, the details of which will be discussed later on when I outline my approach to coding the data collected in the actual case studies.

Additional insight from the pilot included the need to revise the interview questions in terms of their content and order, and limiting the total number of questions to allow for more in-depth responses. Furthermore, the need to analyze particular texts was eliminated from the original research design due to the wealth and richness of data obtained from interviews and observations. In the case studies, documents were used instead to provide support for, or contextual explanation of, observed or discussed phenomena.

Following the pilot, interview techniques were also refined. In particular, while some pilot interviews were recorded with hand written notes, and others using immediate computer

transcription, it became clear that the latter method yielded a more accurate and detailed record, which is why it was adopted in the subsequent case studies.

RESEARCHING IN THE COMPUTER AGE

Technology, I learnt, can enhance the ability to capture details and phenomenon accurately, providing opportunities to support my ability to make notes on the spot, reducing human error as a result. This is why the interviews I conducted for the case studies were undertaken face to face, using a laptop computer to transcribe responses as they were made. The record of the interview, using this approach, was thus immediately available for checking and approval by the respondent. Comments were occasionally revised or edited as a result to express better the original intent of the speaker, additional examples or explanations being added on some occasions. The use of a laptop thus facilitated quick respondent validation of the material, thereby minimizing researcher bias and inaccuracy.

This approach is neither recent nor particularly innovatory. Indeed, external intrusive devices such as video cameras or tape recorders have long been present in social scientific interview settings. While computer technology, such as laptops, may be seen as intrusive, they are the next step in the evolution of devices which have changed the nature of interviewing and aid the gathering of accurate data in settings that already are unnatural and uncomfortable for the interviewee and hard to capture for the interviewer (see Sarantakos, 1998, 267). The advantage for ease of accurate data collection, I decided, outweighed the disadvantages that may be posed by having the interviewer take handwritten notes while questioning.

Analysis of computer use in qualitative research indicates that it is not only acceptable for storing and processing data, but also for "making notes in the field" (see Lincoln & Guba, 1985, 44, on this) Acknowledging the difficulty of writing extensive field notes during an observation, Lofland and Lofland (1984) also recommend the use of computer technology as means of accurately capturing a setting, which is why such data were frequently collected by me in the form of both handwritten notes in the field or by laptop in indoor settings. In the case of handwritten notes, observations were transcribed within 48 hours of collection and transcripts were also verified shortly afterwards with the observed participants. Technology use, therefore, enhanced, in this research, both the collection of data and the process of validating the accuracy of the record I had of what people said to me and what I observed them doing.

RELIABILITY AND VALIDITY

Yin (1994) raises some concerns about case studies, including their potential lack of social scientific reliability and the difficulty of replication. These concerns were addressed in my research by being clear about the aims of the study during the design phase. For example, replication was never my intention, as I made clear earlier. I did not intend to generate results capable of being generalized to a larger population, other than in a qualitative sense. My aim, rather, was to encourage a form of mental recognition, which meant I was not interested in generating a collection of statistically grounded trends and tendencies.

Even so, the validity of my analysis mattered a lot to me. Accordingly, I established construct validity by cross-checking multiple sources of evidence. Internal validity, on the other hand,

was addressed in my analysis phase, during which I triangulated data derived from multiple sources of evidence. For example, patterns in the data at one school were examined against patterns that may or may not have been present at the other one. Or, evidence from an observation was examined against interview data and the literature.

Observation data were supplemented and checked through interviewing. Here I was following the advice of Stake (1998), who says that "naturalistic, ethnographic, phenomenological caseworkers seek to see what is natural in happenings, in settings, in expressions of value. What the researchers are unable to see for themselves is obtained by interviewing" (p.99). Follow-up interviews were conducted with observed instructors within twenty-four hours of the observation. On such occasions, interview questions asked instructors to delineate their notions of experiential education, and to review the data I had collected about them.

Impressions formed during preliminary analysis were also checked with the textual documents available from each school. Specific explanations, lesson plans and theories surrounding the practices observed were sought to check the assumptions made about viewed activities.

WHO WAS INTERVIEWED AND WHAT WAS OBSERVED

My selection of specific instructors to interview and lessons to observe was largely opportunistic, being based mainly on respondents' availability and willingness to be observed. While this might suggest that my case studies only provide an accidental and very

partial portrayal of what was going on at each site, a big effort was made to observe the widest possible variety of classes and instructors within the constraints of timing and available consent. Attempts, additionally, were made to observe a balance of experienced and new instructors, as well as to seek diversity in terms of subject, student age group, course goals/activities and program location. When several selections were available, the final choice was made with the intention of bringing a diversity of experiences to the data pool.

Instructors' willingness to participate was a potentially biasing factor in this study. It was clear at the outset that those who were new to the schools or the field were more hesitant to be observed and talked less confidently about their practice when pre-screened. The result was that more confident instructors, who had more familiarity with the subject areas or experiential curriculum, were more likely to volunteer with enthusiasm. Nevertheless, between the two sites, I was still able to witness diverse experiential education activities in action regardless of instructor or activities. Neutral and diverse examples of experiential education activities were obtained without significant affect of the aforementioned challenges. In any event, all instructors at each school were offered the chance to participate.

ETHICAL ISSUES

An ethics protocol, available to all those taking part, was developed for this study (see Appendix C). It included an overview of my research aims; the right to withdraw from the study at any time; the right to see and amend analytical statements made from data; the right to confidentiality at all stages of data collection, transcription and reporting; and the right to

security of the collected data. In the end, however, my integrity as a researcher – my honesty and fairness, knowledge and experience – was the decisive factor. In this connection, fabrication, falsification and misrepresentation were avoided by me through disclosure of procedures at the outset, and finally through public reporting of the findings. (Data from the actual interviews and observation can be seen in Appendix B.)

Gaining access to classes posed several ethical considerations for the research design. In essence, most ethical concerns in research revolve around issues of harm, consent, deception, privacy and confidentiality (Punch, 1989, 89). There was concern that teachers would feel obliged to participate in my study due to the administrative commitment to the study. At ERS, having an accessible classroom is a condition of employment, which means all staff are obliged to be open to visitors, observations and interviews. However, at TVS, the staff were somewhat pressured to be open to my research as I had traveled thousands of miles to a foreign country just to see their school. Nevertheless, care was taken not to be opportunistic in these situations and to respect each person's individual right to participate.

In anticipation of this challenge, my research was designed so as to avoid "pressuring" the staff to give interviews or be observed. A request for volunteers was made to all employees during an initial meeting. Volunteers were preferred for observations. The research question, observation tool and anticipated interview questions were shared with staff at the outset to encourage transparency. Because taking part in observations and interviews were completely voluntary, some staff chose to be involved in the former, but declined the latter. Under these parameters, sufficient volunteers came forward and a broad sample was obtained.

Instructors' permission was obtained, and their identities in my account are concealed with pseudonyms. Management staff, on the other hand, expressed a desire that the schools' real names be used. However, I recognized early on that internal anonymity would be difficult to ensure upon publication of the document, as the sites involved are small communities where people can track comments, and class activities to identify participants. Due to the time that has elapsed since data collection, and the transient nature of experiential education employment, the issue here is partially mitigated. Even so, staff in management positions at each school are still in post as I write, and have expressed a desire to see and read the results upon completion. Therefore, prior to internal dissemination, I will submit a copy of the study to the volunteers who helped me, asking them for permission to distribute beyond their number.

MANAGEMENT OF DATA: APPROACHES TO ANALYSIS

Human intentions and actions often do not always correlate at first glance to an outsider. In this study, implicit components of experiential education were observed in the interactions between the students and teachers and actions were then questioned through dialogue during interviews. As a result, multiple perspectives were inevitably obtained, with differences between practice and intent emerging as a result.

During data analysis, these differences were explored using interview material to understand further actions from the observations and by using observations as illustrative examples of practice that were discussed. Data from the observations and interviews were both key to understanding the nature of experiential education in the two sites studied. The goal of the

analysis was to understand the interrelationship of the specific activities, behaviors and actions that could better explain the mysteries of experiential education. Having both interview and observation data facilitated this process.

Analysis was always guided by my research question, highlighted earlier as: *what is experiential education and what can mainstream education learn from examples of its practical realization?* Additionally, the following sub-questions were used to generate a detailed analysis of the data which I collected:

- Where does theory intersect with practice?
- What patterns of practice exist within the data?
- Is experiential education located in the person, place or curriculum?
- Is experiential education a theory, value system and/or series of activities?
- How could you transfer these values and practices into mainstream public education?

Patterns, trends and specific examples emerged as I intersected observation and interview data with these analytical questions. These impressions were then examined against explanations of practice in the literature to make connections between examples and definitions of practice.

MANAGEMENT OF DATA: PATTERNS AND CODING

As I indicated earlier, a pilot study was conducted to develop my research methodology, including my approach to the analysis of data. In the pilot, analytic patterns were detected in the data collected, influenced significantly by my prior experience of being an experiential educator and the reading about its history and philosophy that I was undertaking at the time.

These patterns were eventually consolidated into specific "analytic categories" (Mishler, 1979) or "bins" (Miles & Huberman (1994), which included:

LEARNER TO SELF
Emotional investment in the learning experience (LS1)
Personal relevance, interpretation and voice (LS2)
Individual responsibility for learning outcomes (LS3)
Guided reflection (LS4)
Personal development is intentional (LS5)
LEARNER TO GROUP
Respect for others (LG1)
Creation of meaningful relationships and community is an intentional priority: we versus I (LG2)
Trust as the basis of relationships (LG3)
Cooperative versus competitive (LG4)
Process is important (LG5)
LEARNER TO ENVIRONMENT
Direct relationship with the material (immersion) (LE1)
Experiences analogous to real life (LE2)
Seeing and feeling relationships with the broader world (LE3)
Skills are as important as content (LE4)
Knowledge translates into sense of responsibility and action (LE5)
LEARNER TO TEACHER
Minimal structure (LT1)
Absence of judgment. Mistakes are expected. Multiple ways to be right (LT2)
Teacher is responsive to rather than responsible for students (LT3)
Teachers teach towards a climatic moment and then step away (LT4)
Safe working boundaries (physically, emotionally, intellectually) maintained to enable stepping outside comfort zone (LT5)

This pre-structured system of analytical categories helped me to organize efficiently data collection in the actual case studies.

Data from my interviews and observations during the field work for the case studies were categorized in one or more of the above bins, with subsequent field notes or observations added as supplements. In instances where an interaction could have been categorized in multiple categories, data were placed in each category and analyzed in conjunction with the

other elements of practice. These categories helped me to uncover details, complex interactions and subtleties that might otherwise have escaped unnoticed, which can typically happen in very loose, emergent research designs (Miles & Huberman, 1994). Additionally, they provided opportunities for me to group data so as to understanding patterns of practice as well the interrelationship of elements of experiential education.

My use of pre-structured categories had four advantages: they diminished the chance of an overload of data; they focused and clarified data collection; they yielded a more comparable research design; and they facilitated a more clear understanding of the phenomenon studied. These particular patterns and categories also helped me to build an organized picture of the 'who, what, when, where and how' of particular events observed. As Miles and Huberman (1994) say, "they pull[ed] together a lot of material into more meaningful and parsimonious units of analysis." (p.69) They also provided a structure for looking at the experiential learning relationship from four different angles (teacher, learner, group, environment), thus adding new dimensions to the definitions of practice. This was especially appropriate for this study inasmuch as its chief aim was to uncover examples of practice and provide a means for understanding it better so that its potential for transfer could be considered.

One disadvantage of pattern codes of course is that the data may have been too quickly forced into categories that were pre-defined in a different setting. Miles and Huberman (1994) offer a caution about this outcome, as follows: "The danger is getting locked too quickly into naming a pattern, assuming you understand it and then thrusting the name onto

data that fit it only poorly" (ibid). This outcome was remedied in my case by leaving spaces open for addition, reconfiguration and elimination of patterns that emerged in the pilot.

My guide in all of this was, again, Miles and Huberman (1994), who reminded me that "the trick ... is to work with loosely held chunks of meaning and be ready to unfreeze and reconfigure them as the data shape up otherwise, to subject the most compelling themes merciless cross-checking and to lay aside the more tenuous ones until informants and observations give them more empirical grounding." (p.70)

Another disadvantage in my approach here might be an unconsidered bias towards one set of theoretical principles, and the search for examples that would prove a predetermined point. However, in my study, this was an advantage, because the purpose was to provide additional examples of practice to further understanding of the pedagogy, and to describe the behaviors in terms of new dimensions within which to understand the experiential learning relationship: learner to themselves, learner to the group, learner to the greater environment and learner to teacher. Also, the study attempted to generate a deeper understanding of the practice to facilitate its transference to a mainstream environment. Therefore, it made sense not to be open to anything and everything - but, instead, to use observation acumen and analytic thinking linked to a theoretical framework from prior research.

During analysis, data patterns were also checked with their original sources, as were analytical statements. This technique helped preserve the original meaning of the speaker. The emerging story was also systematically tested against patterns in other sources of data

and prior analytical statements. Finally, to increase further the reliability of my analysis, an objective expert in experiential education was utilized to review thoroughly the research and attempt to challenge the researcher's statements (Bassey, 1999, 75). This 'expert' was Jeff Baierlein, Executive Director of The Boojum Institute for Experiential Education and member of the Association of Experiential Education, who queried connections made during analysis and challenged assumptions with relevant literature. The open-ended and flexibility nature of the case study method allowed for such circular investigation, including checking and reorganization during data analysis.

The chapters which immediately follow this one use this analytical approach to address my research question, providing specifically two operational images of experiential education in different and contrasting settings.

CHAPTER 4:
AN INTRODUCTION TO THE DATA

INTRODUCTION TO THE CASES

Two schools were selected as case studies for this research, the Eagle Rock School (ERS) in Colorado, USA and the Tihoi Venture School (TVS) in New Zealand. Ten days were spent at each location within a research window of four months. The programs observed are two residential private schools, which use experiential education as a method for academic, personal and social growth. Each case was diverse in program area, curriculum, staff, and students. Also, the geographic and cultural diversity also speaks to the universality of the programming and their potential for being integrated into schools worldwide.

The schools were selected because they are unique models that lead the field in integrating experiential programming into an overall school plan. Each uses experiential education in both the formal and informal learning environments, inside and outside of the classroom. Both schools are built on the program designs of Kurt Hahn, founder of Outward Bound, and integrate these design principles into the academic, socio-emotional and outdoor pursuits of the school. The philosophy is that character is best developed through adventure and teaching the whole person is an important component of learning. Comparison of the schools enables us to see some of the unique characteristics of each case and presents us with the range of practices that can be incorporated into schools using experiential methodology. For example, TVS features more traditional classrooms than ERS. However, even in these more traditional learning environments, the teachers are using techniques that are experiential. Each presents us with techniques to examine that are original to the school, specific to

experiential education and sometimes ones that are common with classroom teachers in many public school learning environments.

INTRODUCTION TO THE EAGLE ROCK SCHOOL

ERS, which opened in 1993, is a unique full-scholarship private school in the U.S. A philanthropic initiative of the Honda Corporation, the school originated as a response to the broad base failure of public education across America. The school is a year-round residential boarding school for 100 students who have not experienced success in a traditional academic program. ERS is located near Estes Park, Colorado, in a remote campus that offers opportunities for outdoor and experiential learning both on and off campus. ERS is purposely designed around an experiential model with the goal of creating a student who is prepared to make a difference in the world.

In order to accomplish this goal, students progress towards academic, personal and social graduation requirements. Academic requirements are based on Colorado's Model Content Standards and expectations are high. ERS has requirements in areas ranging from AIDS awareness to world history, food service to music, life skills and environmental science. Classes are held on a block schedule and use interdisciplinary, thematic, active, interactive and project based activities. Students may earn credit towards several graduation requirements within one class.

A set of guiding principles, "8 + 5 = 10" expresses the goals of the personal and social growth program, which includes eight themes, five expectations and ten commitments:

Eight Themes

- Intellectual Discipline
- Physical Fitness
- Spiritual Development
- Aesthetic Expression
- Service to Others
- Cross-cultural Understanding
- Democratic Governance
- Environmental Stewardship

Five Expectations

- Developing an expanding knowledge base
- Communicating effectively
- Creating and making healthy life choices
- Participating as an engaged global citizen
- Providing leadership for justice

Ten Commitments

- Live in respectful harmony with others
- Develop mind, body, and spirit
- Learn to communicate in speech and writing
- Serve the Eagle Rock and other communities
- Become a steward of the planet
- Make healthy personal choices
- Find, nurture, and develop the artist within
- Increase capacity to exercise leadership for justice
- Practice citizenship and democratic living
- Devise an enduring moral and ethical code

ERS also has a "zero-tolerance" policy regarding alcohol, drugs, tobacco, violence and sexual activity on campus. "What we are known for is personal growth. And underneath that I would put things like emotional intelligence, understanding of place in the world, psycho-social skills to prepare them to be part of the world. Under that I would say that communication skills, work ethic, critical thinking, leadership, that they have an opinion," explains Jason, Program Director. These principles influence both the formal and informal programming at ERS and are taught as directly as academic concepts. Informal learning environments include the student dorms, daily community gathering, advisories, enrichment classes, and intramurals. Being of service is an important lesson of the ERS community and a three-pronged approach to service is integrated into all learning through:

- Service Learning
- Daily Campus Service
- Community Service

New students spend their first trimester understanding the culture of ERS and learning 8+5 = 10. They are acculturated and challenged with a 25 day rite of passage wilderness trip that places students in an unfamiliar setting where they must rely on each other to succeed and where the distractions of adolescent life are absent. Students spend time learning outdoor skills, engaging in teambuilding activities, rock-climbing, backpacking, and reflecting on a solo trip. The skills that the students develop on the course are the same skills that they will ultimately need to be successful members of the ERS community and greater society.

Staff are full-time residents of ERS and participate fully in its community from teaching classes to being house parents to eating in the dining hall. There are multiple teachers for each class, as well as an intern. Administrative staff has been very stable during its

existence. The same headmaster has been with the program since its inception and other administrative leaders have been involved for the majority of the program's existence. Staff age, experience and tenure vary.

Student admissions follow a stringent process. The entrance requirements for a student are that 1) they do not expect to graduate from high school; and 2) they are passionate about changing their lives. Students can enter and graduate during any trimester. They graduate when they have demonstrated mastery of ERS's requirements. There have been 100 graduates to date. Students enter ERS aged 15-17 and typically stay about three years. ERS is a purposefully diverse community and this is reflected in its admissions process as well as its staff and curriculum.

There is no other school in the U.S. that compares to ERS. While there are numerous iterations of progressive schools, this school is unique in its mission, student body and programming. Other schools have been built on student-centered experiential Waldorf models. There are 136 expeditionary learning schools in the US. There are also some private boarding schools that integrate wilderness components to their orientation programs, or outdoor adventure into their programming (i.e. The Shackelton Schools, The Wilderness School, The Mountain School) However, ERS is unique in its overall program design. The wilderness program is a key vehicle for achieving the goal of personal growth, but personal growth and experiential learning occur throughout the formal and informal learning environments at the school. ERS is comprehensive in time and medium, as well as in its content of teaching personal and academics through experiential education. ERS is also

unique in that it has been set up as a professional development center for observation and training.

INTRODUCTION TO THE TIHOI VENTURE SCHOOL

TVS is an outdoor and experiential campus for 71 Year 10 boys from St. Paul's Collegiate in Hamilton, New Zealand. St. Paul's is an elite private all-boys boarding school that is distinguished by its TVS program. Boys spend half a year at TVS. Many families send their students to St. Paul's primarily for TVS and the character development that occurs there. The TVS program is based on the belief that people learn best through experience and students at TVS learn from experiences with each other and the environment.

TVS has existed for 26 years. It is located about two hours from the main campus in the central North Island in a remote community near Lake Taupo. The mission statement for the program reads:

> In this unique and challenging environment, through the medium of community living, a quality academic programme, and wide ranging outdoor pursuits, we aim to provide the best possible opportunities to promote the personal and social development of our students.

The school is committed to the social development of its students in addition to their academic progress. Self-esteem, motivation, the ability to meet challenges, and teamwork are key components of this social development. "My business is growing people. TVS enables us to do that. It challenges people in ways not traditionally found in a conventional environment. It's holistic and in tune with the maturation and developmental needs of the adolescent boy; a place that will inspire their development," explains Headmaster, Gary.

At TVS, students get back to basics in order to learn more about themselves. The specific curricular goals of TVS include:

1. To develop personal skills, self-efficacy, honesty, initiative, trust, personal well being, and flexibility.
2. To develop the social skills of the students, including respect, cooperation, communication, leadership and justice.
3. To provide an opportunity for the development of self-esteem.
4. To provide an opportunity for success and failure.
5. To provide the best opportunity for academic potential.
6. To develop respect for people, environment and property.
7. To develop the best opportunity for physical development.

Boys spend 4.5 days of the week with classroom based education and an additional 2.5 days in the outdoor classroom. Academics are heavily focused on during the time the boys spend on campus. The core subjects include math, English, science and social studies, and are taught to the same standards as if they were at St. Paul's, although the boys are in a formal classroom less than they would be at St. Paul's. The academic lessons are infused with experiential practices wherever possible and connections are made to the experiential programming that happens off campus. During the field learning experiences, the boys learn outdoor skills, and have opportunities to work towards personal and social growth. The local environment is also used extensively for lessons on botany, geology, and writing. The TVS program encourages students to bring the lessons that they learn outdoors into the classrooms and vice versa.

Additionally, there are many opportunities in the informal learning environments on campus for the development of personal and interpersonal skills. Living in basic accommodation with 8 other boys is one of the informal learning experiences that most allows TVS to meet

its social development goals. Houses are carefully mixed to allow for a diversity of strengths and learning opportunities. They are responsible for their own housekeeping, preparing breakfast and dinner on a wood stove, and learning to exist as an independent family. Living with other people can be challenging and there is direct instruction in social education once a week where boys work with their house parent to cover methods of dealing with conflict, and developing community living skills like communication, responsibility and leadership. "We are life skills based. We are community based. We are challenging, out of your comfort zone. We are a pressure cooker. And by that metaphor I mean that we are taking kids and fast tracking them by chucking them into situations of vast challenges so they can discover who they are." (Camilla).

Staff are full-time residents of the school and have teaching roles in both the formal and informal components of the program. TVS has also had administrative stability over the years and has only seen two program directors in its history. Teaching staff are typically young and spend about two years at TVS and are all qualified teachers or certificated outdoor instructors. Staff is responsible for the academic, outdoor and social programming equally. Promoting the growth of students in a supportive environment is the goal of the teaching team. Staff has a heavy role in mentoring, tutoring and guiding students during their time at TVS.

Within the context of Australasian progressive schooling, TVS combines a historically formal education program with the country's love of the bush. As a result, programming at TVS must meet the needs of both design principles through the unifying pedagogy of

experiential education. TVS is the only New Zealand school with an immersion program of this duration. It has made a unique commitment in terms of time and resources that are dedicated towards this progressive personal development program, while still maintaining its traditional academic goals at the main campus. Other public and private schools in New Zealand may have programs that incorporate outdoor education for a week or two, but none commit to the comprehensive program that TVS does. Next year another elite private school will mimic TVS' intent with a 9 week co-ed program that focuses on outdoor pursuits, but not personal development. While there are similar programs at private schools in Australia (Geelong, Marshmead, and Ironbark) and international schools influenced by Hahn's philosophies (Gordonstoun and United World Colleges), there are few models outside of these examples that closely mimic the TVS program. The experience of life in the outdoors for six months, coupled with alternative teaching methods and traditional values such as respect, honesty and understanding are what set TVS apart.

OVERVIEW OF THE DATA

10 days were spent at each school site. Observations included both the formal and informal classroom environments. Classes were selected to capture data from diverse course offerings in the formal and informal learning environments. Six interviews were conducted with staff at each school site. Below are tables of the staff observed and interviewed, and a brief description of their formal responsibilities at the school site which are in addition to informal responsibilities, for example leading advisories or being house parents.

EAGLE ROCK SCHOOL

NAME	POSITION	TEACHING RESPONSIBILITIES
David	Professional Development Coordinator	Gathering
Damien	Instructor	"Keep Hope Alive"
Candice	Instructor	"Road Tripping"
Chuck	Intern	"Let it Ride"
Paul	Dean of Students	Eagle Rock 101
Roger	Headmaster	Eagle Rock 101, Gathering
Adam	Intern	"Keep Hope Alive"
Jason	Curriculum Director	Wilderness
Joseph	Instructor	Wilderness
Jennifer	Intern	Wilderness
Jay	Intern	"Gambling"
Mark	Intern	"Green Thumb Bums"
Tony	Head Chef	Kitchen Patrol
Miguel	Instructor	"Whatever the Heck You Want"

TIHOI VENTURE SCHOOL

NAME	POSITION	TEACHING RESPONSIBILITIES
Cooper	Teacher	Social Studies, Survival
Camilla	Program Director	English
Corey	Assistant Program Director	Kayaking
James	Program Director	Math, Sailing
Jake	Teacher	Social Studies, Rock Climbing
Kylie	Teacher	English, Survival
Monica	Teacher	Math, Kayaking
Brent	Teacher	Science, First Aid
Gary	Headmaster	
Sam	Teacher	Science, Rock Climbing
Linda	Teacher	First Aid, Survival
Matt	Intern	Tutor, Survival

Programs were analyzed through observations and interview data. The interview questions were used as a guide for introducing the data and setting the context for the observations. Responses to interviews were analyzed in respect to the principles of experiential education, mainstream school characteristics and the trends of the globalized future. Observation data was used to illustrate the practices discussed. At ERS, many of the observations were of student lead activities as student responsibility is an overarching characteristic of the

experiential learning relationships there. As a result, there are more quotes from students at ERS than at TVS. This is a characteristic of learning at TVS as well. However, it is a characteristic of the third academic quarter and at the time of the case study, students were in their first quarter, and still existing in a teacher-led culture.

Patterns were drawn out from the range of responses in the interviews and observations at both schools. Categories and themes used in analysis emerged from traits commonly identified across the experiential education literature. These patterns were used to illuminate the under-defined practices of experiential education and to examine the practice within the context of its learning relationships. Pictures of these learning relationships are then considered through comparison to the literature and for opportunities for transference to mainstream education.

CHAPTER 5: AN INITIAL EXPLORATION OF EXPERIENTIAL EDUCATION

AN INTRODUCTION TO THE FIELD AND ITS PRACTITIONERS

Experiential education has a range of interpretations and actualizations in practice. Experiential education programs can range from work internships to hands on science research projects at the beach. John Dewey defines the practice most simply as "the organic connection between education and personal experience." (Dewey, 1938, 25) Experiential education connects the teaching of content with education in skills and values. Mainstream education, on the other hand, focuses on the mastery of content, often at the expense of the experience. Rogers (1969) lists the following traits as characteristics that distinguish experiential learning from mainstream learning:

- Personal involvement
- Self-initiated
- Evaluated by learner
- Having pervasive effects on learner

One instructor loosely defined it as, "relevant experience...experience is the base for their real learning." Learning through the cycle of doing, reflecting and application was frequently explained as the defining characteristic of the experiential learning environment, in contrast to more formal mainstream classes which imply static teacher directed learning processes. "Real emphasis on briefing, debriefing, frontloading. A real emphasis on application," emphasizes Camilla.

While there are some obvious differences in practices between mainstream and experiential practice, some strategies do overlap. However, mainstream and experiential education can each be categorized by the above descriptors, and as a result, experiential education can often only be understood in contrast to mainstream education. Nevertheless, what experiential education looks like in practice is still ambiguous, as the practice is flexible and can be applied in many contexts to reach varied goals. This research will further the picture of instructors' practice through observations and interviews conducted at two schools that integrate experiential education skills and values within their mainstream programs. Instructors' descriptions and pictures of their practice will help create a definition of practice by example.

The field of experiential education is as diverse as those who work within it. The pool of instructors at TVS and ERS came to these schools because of their belief in experiential methodology as the most appropriate teaching pedagogy. Instructors ranged in age from early twenties to late forties. Out of six instructors interviewed at each site, some were veteran practitioners while some were new to the field. The staff at ERS was ethnically diverse, and staff at each school came from all over each country to work at these institutions. While both schools had a gender balance in their teaching staff, the interview pool was not balanced. At TVS, four of the six staff interviewed were male. At ERS, five of the six were male.

All six ERS instructors and four of the TVS instructors cited a personal experience as a reason for being in the field. A strong attraction to the outdoor and adventure components of

experiential education attracted most of the staff at TVS that has a more intense wilderness program than ERS. "Being outside was something that I always wanted to do." (Camilla) Prior experiences of the staff formed their habitus and guided their present experiences with the practice. "I remember sitting in a physics class and thinking how could I teach this so it would make more sense to everyone in the room because no one is understanding this right now," was the personal impetus related by Monica. Brent wants to "see people changing." Specific personal reasons varied from their own adventure experiences, to personal preferences for work environments, or personally having seen the impact that experiential education had on people they worked with. "Being around amazing teachers and wanting to be like them," was an important reason for Damien at ERS.

These personal learning experiences resonated with the instructors and led to their desire to share this type of learning with others. Yet, only half of all instructors had worked as formal teachers in mainstream education classrooms prior to entering this field. Most said they could not consider working in a formal mainstream education environment. "I am not someone who is in a formal way of doing things, which is why I couldn't teach at a standard secondary school." (Corey) Many experiential educators come to the field by default. Having started careers as seasonal outdoor or adventure guides, experiential education is often the next step for those looking for more stable work as they get older. Frequently, education is a secondary field for these folk who play their way into more formal teaching and learning situations, often without a base of knowledge in education or experiential education. This raises many questions about the professional qualifications of the instructors and the subsequent professional credibility of this teaching methodology.

Prior experience and training were some of the differences that the staff possessed at each of the campuses. Formal training and experience in a similar field were more common at TVS than at ERS. Teachers there were more likely to have been employed or trained in the field of outdoor recreation as it is more formally integrated into teacher training programs in New Zealand than in the U.S. ERS staff had a more diverse base of experience and tended to have less formal qualifications.

	ERS	TVS
Worked at a camp	1	4
Outdoor recreation major	1	5
Outdoor guiding experience	3	4
Teaching credential/certificate	1	6
Mainstream teaching experience	2	4
Worked in non-profit service field	2	1
Average years in field of education	14.6	14.5

Nevertheless, the average years of experience in the field of education, when broadly defined, was roughly the same with each population. Even staff that had only held a formal teaching position for 1-2 years had alternate years of experience as camp counselors, adventure guides, counselors, or tutors.

Formal training in education or experiential education was not an extremely relevant influence for these practitioners. "For me, the easiest part to learn is the education part. The kids stuff is the hard part." (Paul) Chuck said, "You can connect with kids or you can't. That's not something that comes from training." Veteran instructors often had a more developed understanding of how theory influenced their choices, but used theory more to explain the value of their instinctual choices rather than as the backbone of their decision

making. However, even with this formal training, most instructors placed themselves closer to instinct on a scale, when asked whether instinct or formal training guided their practice. "I guess I never really thought experiential education was right at the forefront of my mind as what you have got to do. It's something you really do without really knowing you're doing it." (Corey)

	ERS	TVS
Instinct	3	4
Both - Instinct	1	1
Both	1	1
Formal Training - Both	0	0
Formal Training	0	0

Some instructors, however, could not separate the instinct from prior training. Damien explained the relationship of formal training to instinct with this example:

> Whatever you learn formally you integrate into your instincts. My instincts are so influenced and have driven me to seek out the types of education that I have received. I can't say that I can separate the two. The actual act of teaching is pretty much all instinctual. I am not going in there thinking about authors or strategies and incorporating them minute by minute.

Even those instructors with formal training used it only as a tool to develop the instinct, and acknowledged it as the roots of their practice, although the day-to-day decisions were made out of instinct.

- I use a lot of formal training and seek it out, and it takes the instinct to know how to apply it. (Jennifer)
- Because of the experience of teaching, I think now I have an instinctual knowledge of what students need and when. (James)
- Half the time I don't know what I am going to do until I get in the room. You have a format but I want to see where the kids take it. (Camilla)

Staff explained instinct to mean learning from personal experiences, another person or a prior job. Instinct driven educators are effective at the fringes in experiential programs or in programs where their development is highly supported as it is at TVS and ERS. However, this instinct may not be enough to address the broad content and instructional requirements of a mainstream classroom environment where there is less room for experimentation, error and learning on the job. While instinct is an effective guide for these practitioners, and often assists many mainstream educators in their craft, it does not build resumes and qualifications for formal school work.

HOW INSTRUCTORS DEFINE THE FIELD AND THEIR WORK

While instinct and personal experience are very influential in the experiential educator's work, there are some universal components that were cited at both TVS and ERS, regardless of the 12,000 kilometers that separated them. These included learning by doing, learning through reflection and learning how to think. These instructors defined the components in the following words:

- For me, experiential education is just giving the student an experience in what you are trying to teach them. Giving them a practical experience that they or you can then reflect on to try to get some crossover in the learning. (Jake)
- I think in good experiential education, the classroom is only used as a space for reflection and that most of the learning happens outside of that in some authentic experience. The classroom is a valuable piece as a reflection tool. (Chuck)
- It allows the student to maybe gain some knowledge beyond the classroom. It more closely allows the student to learn how to learn which may be the most important thing about experiential education. Because once you learn how to learn, then you can apply that to anything. (Paul)

However, when staff were asked if they thought experiential education was hard to define, the split varied at each school. While Monica said, "I guess I never really understood the term myself," James argues "we each have our own definition of experiential education." At TVS, four of six instructors agreed that it was hard to define. Jake argued against the need to define it, "I don't know if there is a definition for chalk and talk. So why do we need one for experiential education. It's just the method that we are using to teach the students." Meanwhile at ERS, four of the six staff argued that it was not hard to define. Jason explains, "I think it's been difficult to define in the past. There's a lot about experiential education that you feel so people have a hard time explaining that, so they don't. A lot of the brain research right now supports experience in the physiological development of the brain so there are a lot of elements that can be defined." Additional research would be helpful in the development of this practice whose credibility can be questioned by its lack of formal definition or knowledge base. The development of a more detailed understanding of practice can inform both the new educators in the experiential field and aid in its transference to veteran practitioners working in mainstream contexts.

Defining the elements of experiential education is an important process if the pedagogy is to have a broad base appeal. "Without definition there is no clear goal." (James) With the field's history of personal and vague definitions, come a wide range of curricular interpretations that are instructor dependent. Even at ERS, the definitions vary:

> Everyone has their own nuance as to what those terms mean to them. For some experiential education is just going out in the woods, doing Outward Bound things. Here it encompasses the value system of the school and the community. Within that is everything: academics,

> interpersonal relationships, working in the kitchen, making decision. And all of that collectively together is experiential education at Eagle Rock. (Paul)

When Chuck talks about the difficulty of documenting his students learning, "I knew they were progressing and they knew they were," it speaks to the difficulty that some practitioners have in defining their objectives whether they are administrators or classroom teachers. "If it's done well, it's kind of like the air we breathe. And, maybe, that is part of the difficulty of it. We can't grab hold of air. We know it's there and it works." (Jason) Nevertheless, that doesn't mean that there aren't formal goals or objectives. James explains the formal evolution of practice at TVS:

> "Here, we do try to work through a series of stages of showing, and then a period of guiding and then hopefully a true period of experiential education at the end by being guided and being just a watcher, a true mentor. You have to educate to allow them to have the freedom to be educated experientially."

Therefore, we can conclude that the actual methods are not as free flowing as instructor's perceptions of their pedagogical freedoms. This research will continue to explore a contextual framework that shapes these instructors' values and choices.

The broad umbrella of experiential education does provide for a range of pedagogical experiences and instructor freedom to meet students' needs. "There is not one thing that is done here." (Brent) Instructors come to the program with a variety of experiences and values. There is room in experiential education for the professional discretion of the instructors. Program objectives are specified, but the actual paths that are used to get there are instructor dependent. For example, during a conflict resolution session at TVS, Sam sat her house down to create rules for the stereo use, but Brent tied his house together and made them

climb a tree. As a result, while the program goals of TVS are to further the social development of the boys, the actual strategies used by teachers could include teambuilding, physical challenges, decision-making exercises, confidence building activities, personal reflection, bonding games or having a new experience that will push their character development. Teacher flexibility in lesson design is also present in mainstream education. However, a difference with mainstream practice is that instructor choices are frequently restricted by trends towards homogenization of content and practice. As a result, the diverse outcomes that are possible through experiential practice are not found in mainstream school as they are not yet contained by quantifiable curriculum standards.

Despite the diversity of applications and outcomes in experiential education, there is a universalism in the belief in the field which does create some uniformity in practice. "When you lose belief that is when you are in a bad place." (Jason) Pedagogical choices are shaped by the instructors' beliefs that experiential education is the most effective method for learning, even if their specific definitions and applications of practice vary. "It's alive. It's a verb not a noun, a process not an outcome. Dynamic versus static. Humanizing versus dehumanizing." (Chuck) It is this value system that informs decision-making and creates similarities in practice that can be studied.

In making these instructional choices, we have seen that most instructors do not draw on formal theory or definitions of practice as they are typically drawn to the instinctual methodology, the freedom of practice and the ability to draw on convictions. Although all did talk about the formalities of their institution's curriculum, day-to-day practice was most

influenced by personal values and beliefs. "The main things are the values and ethics." (James) Paul cites the school's values and the Judeo-Christian values he was raised with as a guide. Jennifer echoes this by referring to her morals and ethics as well as the formal values that ERS aims to teach.

Teaching moments can take many forms in the experiential learning environment, including alternate environments or different group settings. Learning environments tend to take less formal forms than the indoor mainstream classrooms where students spend significant portions of time in rows as passive recipients of information. "OK everyone, let's come up here and sit in a circle for a chat first," says Camilla as her English class enters the cafeteria for a lesson on writing that includes hamburgers. The experiential educator can use many spaces as learning environments. The most appropriate environment, wilderness or otherwise, is used as a teaching tool for achieving the curricular goals. Damien took his class to Starbucks for a sociological exercise. "It generates a lot of enthusiasm from the students and gets them active in their learning. They come up with some quite insightful ideas after having done the practical component." (Jake)

Another difference from mainstream education is that interpersonal and intrapersonal skills are taught along with hard skills and content knowledge. When TVS instructors met to choose the students of the week, Jake explains why he chose the student he did. "He wasn't going to give up no matter what. He set himself a challenge and did it." Jake spent the weekend with this student on a rock climbing course which introduced the students to the hard skills of climbing, the geology of the area and also to the self. Experiential education

does not sift the personal out of the learning experience. As this example illustrates, the learning of determination is as equally as important an achievement as the learning of climbing technique. Corey told of a similar situation where a boy pushed through his fear of doing a kayak rescue to recognize the fact that he could trust others to rescue him as well as gain the competency to rescue others. Personal development is a direct objective of the lessons.

In order to achieve the missions of both TVS and ERS, the personal and interpersonal realms are used to develop key outcomes. Focus and priorities typically emphasize content in regular schools. A learning experience in the personal field happened during a whole school meeting at TVS, as retold by James:

> "The most illuminating and emotional moment was our whole intake forum on some physical incidents that had occurred in the center. Fighting. And I talked to a number of the boys involved on a one to one basis and made them think about their role and got them to think about if there is opportunity to make amends, how they would do it. We didn't talk any more about it. And then towards the end of our whole group forum when everyone had the opportunity to discuss the events and their feelings towards the events, there was a gap in the semi-led discussion on where do we go from here. And Nick stood up and crossed the middle of the circle to a boy that he had goaded into fighting another boy and the silence was incredible and he put his hand out to this boy and apologized for his role in putting this boy in a tough situation. It was like the ultimate solution as an educator. You couldn't have wished for anything better to have happened."

Time and space are typically not made for these experiences in a mainstream classroom or school, and are some of the most distinguishing characteristics of the pedagogy.

At ERS and TVS there is as much emphasis on the personal and social learning as there is on academics. Learning outside the classroom in conjunction with and about others is one of the key characteristics of practice. Experiential education values direct and indirect opportunities for personal growth and creates opportunities where they can happen. It does not limit the definition of learning or learning environment to the four walls of an academic classroom and only to the formal subjects. Experiential education has the inherent belief that if you teach the interpersonal and intrapersonal skills, then the academic results will follow. What makes experiential education meaningful in instructors' minds is that "it has lasting effects on students' learnings. It has meaning. It has relevancy." (Camilla)

The types of learning outcomes, the learning process, the learning relationships and the learning environment all distinguish experiential education. "You have got to have certain freedoms and autonomy and power to be able to even allow it into an institution." (James) Mainstream education is limited by its place and by prescribed curriculums.

> Public schooling means a lot of specific things. Experiential education is defined by what it is not. It's not public schooling, not filling their heads with knowledge. It's not coverage. It's not standardized testing. It's not the government influencing what your school looks like. (Damien)

Unfortunately, at face value experiential education as pedagogy seems at odds with the mainstream. The purpose of this research, however, is to examine these cases for the spaces where practice is transferable in idea if not in imitation. "When you say the word mainstream education people make it apply to sitting in a class in front of a white board and when you say experiential education people think outdoors and something to do with the environment. But experiential education can be in both arenas." (Corey) The perspectives

and practices of the experiential educators in this study will deepen the contexts within which to understand their work and its potential transference to the mainstream. It will also aid in creating a more specific understanding of the practice so as to deepen the identity of the practice and further its professional credibility.

CHAPTER 6: A PEDAGOGY OF RELATIONSHIPS

The practice of experiential education develops from the relationships between the teacher and the student, which are created through their complex interactions with themselves, others, and the greater environment. "Apart from inquiry, apart from the praxis, individuals cannot be truly human. Knowledge emerged only through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world and with each other." (Freire, 2002, 365) The learner's experience is facilitated by the teacher; a teacher whose role and strategies are different from those employed in a mainstream classroom. This section analyzes both learners' and teachers' interactions in the field, as well as the pedagogical choices that facilitated those interactions as a series of relationships: learner to self, learner to group, learner to environment and learner to teacher. Examining these interactions will later provide a context for understanding the practical manifestations of experiential education, and for examining the opportunities for experiential practice to transfer to a mainstream setting.

In the following chapters, teachers' and students' words will be examined to extrapolate the ways in which they view the learning relationships in their schools. "Language is the medium through which a cultural group shares its conceptual categories and everyday sense of reality with new members." (Bowers, 2001, 194) Teacher discourse is indicative of the types of relationships that are be present in the learning environment. These relationships determine the culture of the class more so than any other factors, including the curriculum, greater learning environment or content. In general, cultural patterns are an expression of the underlying values of a society. The culture and values of an experiential learning

community begin with teacher language. Therefore, this is an optimal indicator of the relationships in an experiential learning culture and the subsequent values that guide practice.

At the time the data was collected in New Zealand, the front page headline of a Wellington read: "Schools to teach respect, honesty." The ministry proposed a core list of values to be focused on in primary and secondary schools, in addition to the traditional curriculum of reading, writing and math. The list included:

- Diversity: Unique cultures and heritages of Aotearoa, New Zealand.
- Community: Quality relationships, generosity of spirit and participating for the common good.
- Respect and Care: Of and for oneself, others, beliefs, and human rights.
- Equity: Fairness, social justice and equal opportunities for all.
- Integrity: Honesty, responsibility, accountability and being ethical.
- Environmental Sustainability: Respect and care for the earth and its inter-related eco-systems.
- Inquiry and Curiosity: Creative, critical and reflective thinking.
- Excellence: Achievement, perseverance and resilience.

The article continued, "It was expected that the new values curriculum would help teachers include values in their day to day teaching, rather than as separate topics." By implementing such a curriculum, the country's education ministry demonstrates that it is informed about the future needs of its students, and has created a policy intended to focus on the interpersonal and intrapersonal values.

Values education is already an inevitable part of the field of experiential learning. By focusing on interpersonal and intrapersonal interactions, experiential education generates lessons that integrate values like those listed above with the traditional subjects in the curriculum. In an experiential learning environment, there is an emphasis not only on the

location, curriculum and learning objectives, but also on the process of learning that occurs as each teacher interacts with and responds to their students. "It lives in the values and it's a hybrid of the teacher and student." (Paul) As a result, the pedagogy and its practices are inherently personal, with experiential education not being tied to a particular curriculum, location or method. Instead, it is located in the individual teachers and students, and the learning relationships that occur between them and the materials they engage with.

When instructors were asked to identify if they believe experiential education is located in the teacher, student, curriculum, theory or location, none of the staff at either school mentioned formal theory or curriculum alone. At TVS, three staff said it was impossible to isolate any of the factors over the others. "It's kind of everywhere and you have to be aware of it and just have to facilitate it." (Monica) One staff member chose the teacher, another chose the student and a third mentioned that it was both the teacher and the location. At ERS, the pattern similarly repeated with people and values being cited as the core of the practice.

Explanations pointed to the intersection of people as a cornerstone of experiential education pedagogy. "It's gotta be student focused because at the end that is what it's measured on. The teacher can be as experiential as they want but if the student isn't interested in what they are teaching it doesn't matter." (Damion) Teachers at both ERS and TVS stated that they believed experiential education lived in and through the teacher and their relationships with the students. Therefore, the pedagogy of experiential education can best be described as a set of values and methods with which to approach a range of interpersonal and intrapersonal

learning relationships. It is a practice that is more instinctual than formal – a type of learning that has existed before and besides the invention or intervention of schools.

These interactions manifest themselves as a series of relationships that occur as cornerstones of the experiential learning environment. "It's not that it's hard to define, but that people in mainstream education are afraid of the relationship word. It's easy to define as a pedagogy of relationships," explains Paul. The experiential learning environment exists as a series of events that exist within the learner's relationship with themselves, the group, and the environment. The teacher's relationship with the learner facilitates these other learning experiences. Paul continues, "I define traditional education as a strict teacher to student relationship. The teacher has a body of knowledge, the teacher is giving it to the student and it's up to the student to assimilate that knowledge and regurgitate it. It's not a partnership or interrelationship or co-relationship." Alternatively, learners' relationships with their peers, the greater world, and themselves are the focus of the experiential educator's work. Specifically, these relationships involve the following characteristics:

Learner's relationship to themselves

- Emotional investment in the learning experience
- Personal relevance, interpretation and voice
- Individual responsibility for learning outcomes
- Guided reflection
- Personal development is intentional

Learner's relationship to group

- Respect for others
- Creation of meaningful relationships with community as an intentional priority
- Trust is the basis of relationships

- Cooperative versus competitive
- Process is important

Learner's relationship to environment

- Direct immersion with the material
- Experiences analogous to real life
- Seeing and feel relationships with the broader world
- Skills are as important as content
- Knowledge translates into sense of responsibility and action

Learner's relationship to teacher

- Minimal structure
- Absence of judgment
- Mistakes are expected
- Teacher is responsive to rather than responsible for students
- Teachers teach towards a climatic moment and then step away

The development of relationships in a setting usually reserved for learning is only possible in an environment that does not define the place of learning as solely inside the classroom walls, or one that is constricted by content standards for the traditional subjects. As boarding schools, TVS and ERS have the unique ability to define the learning environment in every moment of every day. "The relationship you form with a kid in a school like this is different than a relationship in a regular school." (Camilla) Instruction in the intrapersonal and interpersonal is an important piece of the "curriculum" and a component of the program that has equal emphasis and dedication. "If you build relationships with a person you can teach them just about anything." (Paul) In these settings, time is formally dedicated to learning about the social and personal.

Nevertheless, formal time does not need to be dedicated to these topics for such learning to occur. Nor do students need to live at a comprehensive campus like theirs. There are spaces for these learning experiences within the regular school day and building and there are many examples of where these learning relationships are consciously addressed within the more formal academic setting at each of these schools. The following chapters will illustrate these examples and address the transference of these relationships to mainstream schools.

CHAPTER 7:
THE RELATIONSHIP OF THE LEARNER TO THEMSELF

INTRODUCTION

A distinguishing characteristic of experiential education is that it develops new dimensions of the learners' relationships to themselves. This supports Touraine's vision for the future school which "must concentrate less on transmitting a body of knowledge, norms and representations, and more on teaching children to handle instruments of personal development and self-expression" (Touraine, 2000, 273). The experience in experiential education is innately personal and the pedagogy focuses on developing the learner's relationship with him/herself. Experiential pedagogy uses activities that are primarily personal with academic and social connections. The student participates completely in the learning process, influencing its direction and outcomes.

Choice, self-evaluation and reflection are the principal methods of obtaining synthesis, achieving learning, and assessing success. "I think that experience has to have some emotional value attached to it to be powerful," explains Jason. As a result, the learner lives as the central purpose of the learning experience, not the content, curriculum or lesson. "We have come to realize that personal growth must, to some extent at least, precede academic growth." (Easton, 2002, 157) Personal growth makes academic growth possible and learning challenges can become irrelevant once impaired emotional growth is rectified.

EMOTIONAL INVESTMENT IN THE LEARNING EXPERIENCE

The learners, themselves, are the subject, medium and outcome of the experiential learning process. A technique to accomplish these multiple layers of engagement is through the creation of an emotional investment in the learning experience. Teachers create this emotional investment by using topics that students care about as natural opportunities for learning more about either the academic content or themselves. When teachers create experiences to engage emotions, student learning improves. For example, Brent wants to teach the difference between a vein and an artery in first aid. To do so he engages the adolescent boys with something they cannot resist: an outdoor battle reenactment complete with spurting blood, where the boys must guess the vessel that was injured. Excitement provided the emotional engagement that enabled the boys to master the academic content without difficulty. While role playing and reenactments are occasional strategies in mainstream education, the intent to use emotion to engage the learner is the philosophical underpinning of instructional choices in experiential education.

Emotional connections also enable teachers to address other topics. For example, when Sam has the group create rules for the stereo use in Social Ed Class, the lesson is not about when the stereo can be used; the stereo is simply a vehicle for discussing diversity, tolerance, equity and moderation as this conversation displays:

S2: I think we should talk about types of music.

S1: Should we just go around the group and see what people like?

S2: What about if everyone got 15 minutes to play whatever they wanted?

S4: So who is going to be willing to time it? I think three songs is better.

S5: I think if we are really fair about it, it will work out.

These interpersonal skills are the real focus of the lesson and are developed through engagement with something about which they are passionate.

Emotional engagement is also a technique for developing new components of the learner's relationship to themselves. Paul is a teacher who challenges the students to engage emotionally in their future as he teaches new students the cultural expectations for a learner at ERS. In this exchange, we see how he leads students to choose whether or not they will go forward with the wilderness trip as the stepping stone for their future development as learners:

> Paul: Are you on this side or that side?
>
> Student: It's not that simple
>
> Paul: There may be parts of you that you have to struggle with, you are absolutely right. You are going to have to struggle.
>
> Student: I want to be here, but it is too much for me to be here.
>
> Paul: You know I just went to the college graduation of Natalie. She is up on that wall. You know there is no one on that wall who hasn't said that. It's about making a decision. I know you guys think it's not making a decision. It's easier to say and do something negative.

Paul wants students to choose to engage in the learning experiences the school has to offer, for at ERS there is no room for a learner who will not fully engage with the academic, social or personal content of the curriculum. Every moment demands emotional engagement, and students cannot be passive tourists in this experiential learning environment, as learning is only meaningful if they're emotionally connected to the material.

PERSONAL RELEVANCE, INTERPRETATION AND VOICE

Personal relevance, interpretation and voice are key factors that generate this engagement and growth. Community Gathering at ERS and Chapel at TVS is a formal programmatic component that affords students the opportunity to engage in personal interpretation. During Community Gathering time, students teach the community about a topic, bringing in dimensions that are relevant to them. One student opens his presentation on leadership for social justice with the following, "There is two types of leadership, using it for good or not so good reasons. I was once the kind of leader who used my leadership skills in a bad way. I was the troop rallyer who used to get folks all riled up about the teachers. I mean that's a leader, but not in the right way." The student has the opportunity to shape his community, reflect on his learning and growth, and apply this learning to the greater community through this personal presentation where he's in the role of the teacher. The room a student is given for his own voice makes an experience more meaningful for not only that student but for the other students as well

Personal relevance, interpretation and voice are often a specific programmatic component as in the example above. However, it also permeates other areas of the instructional program through the language of choice used by the experiential pedagogue. Whether it is choosing their own leader, their own process, making their own connections or creating their own interpretation, instructor phraseology allows the learners to shape their learning experience. In experiential education, students choose how, when and which way to learn more often than in mainstream education, as illustrated by these examples:

- "If you would like to be one of those boys today, then we'd love to hear your story." (Camilla)

- "You can put whatever you want in whatever layer; you just have to explain why you put it there." (Brent)

Instructors make pedagogical decisions about the language they use with students so that over time, the students are set up to assume a new role in their own learning. Key phrases, like "I am not going to make you," "I invite you," or "if you want," reinforce the expectations that it is up to the student to generate appropriate choices, meaning and application. Personal relevance creates engagement and engagement leads to the learners' ability to be increasingly responsible for their own learning.

INDIVIDUAL RESPONSIBILITY FOR LEARNING OUTCOMES

"Students accustomed to taking responsibility for their own learning will be better placed to update and enlarge their expertise to meet new challenges and changing demands." (Dennicolo, 1992, 5) In experiential education, learners are asked to take more responsibility for their own learning than in a traditional classroom, from simple technical management of the lesson to influence over the direction and pace of the learning outcomes. The following examples show how teachers involve students in the management of the learning:

- "We will go as soon as we get a spade and bucket. Let's see who can find that." (Brent)
- "We've got to keep the boats clean before we put them up. So if I tell you guys, will you tell the rest of our group what to do?" (Monica)

When students have responsibility for the physical learning environment, they also learn that they have a responsibility for the intellectual and emotional learning environment. Giving the student a position of power changes the relationship of the learner to the learning. When they are responsible for management and outcomes, teaching is no longer something that is done to them; learning is something that they do for themselves.

In Miguel's English class, at ERS, students can read whatever book they want as long as two other people read it with them. Both content and context were individualized and the relevance of the knowledge is decided by the learner. The students must make responsible learning decisions for themselves about the outcomes and their application. When Marc tells a student with an incomplete project, "If you find your sources, you should get them for us," he is actually prompting her to determine her final grade and removing himself from the role of telling her whether she is right or wrong. At the end of a lesson, what is achieved and how it is learned is determined by the learners, themselves. Individual responsibility for learning outcomes creates independent actors who are able to continue learning for themselves and find deeper meaning in the learning outcomes through their personal involvement in determining the results.

REFLECTION AS A TOOL FOR LEARNING

Reflection activities are regularly built into the experiential lesson to afford students the opportunity to create meaning for themselves. "The teacher's role is to be a catalyst who introduces the disequilibrium that triggers a new level of self organization." (Bowers, 2001, 95) It's not experiential learning until the cycle of do, reflect, and apply has been completed. "Most models of experiential learning are cyclical and have three basic phases: an experience or problem situation; a reflective phase within which the learner examines the experience and draws learnings from that reflection; and a testing phase within which the new integrated insights or learnings are applied to a new problem situation or experience." (Saddington,

2005, 2) At ERS, this process is a formal part of the school calendar as well as part of daily lessons.

Presentations of learning occur three times a year and are the formal time for students to demonstrate synthesize and analyze their learning. They consider their personal and academic growth, link their learning to past learning, and project future goals. Panelist questions force students to think critically and extemporaneously while making connections.

Informally teachers utilize the experiential learning cycle of do, reflect and apply, daily. Brent and Linda set up scenarios for students to practice their first aid skills, but also plan for a large chunk of the class time to be dedicated to reflecting on performance, and applying lessons learned from the first attempt. Brent demonstrates this practice when he calls the student leader over to the side and asks, "What do you think went well in that demonstration? What were some of the things that you could improve upon?" In this lesson design, learning did not occur in the first delivery of the content from the teacher to the student. Neither was the learning simply in the practice of the skills. The significant learning occurred at the point in time when students reflected on their learning and then repeated the activity with these suggestions.

In experiential education, it is more important to the instructor that the learner tries, fails, reflects and then tries again than it is that they learn perfectly the first time. "In terms of learning, experiential learning can be described as a process by which the experience of the learner is reflected upon, and from this emerge new insights or learnings." (Saddington,

2005) In the first aid lesson mentioned above, Linda doesn't correct the students or tell them what was right or wrong. She coaches them to find places for improvement and gives the student the opportunity to put his reflections into practice. Linda said, "We will talk about some of your ideas. I will give you some feedback and then you can work on your actual plan." During this two hour first aid lesson, Brent and Linda directly instructed the students to reflect or apply their reflections nine times, indicating the intentionality of this practice.

In addition, reflection is guided and taught as a specific skill. This is modeled when Sam shares the report cards with the students. "What I am going to do is read you your report and then ask you what you think." It is more important at TVS that the students reflect on their progress, and set goals than it is that they receive a static accounting of their progress. At ERS, Joseph teaches his group how to allow time for reflection: "We are just waiting to see if people are still processing that quote. We sometimes just let quiet happen." Candice uses regular journaling, Paul runs a daily check-in with students and Roger teaches students how to receive feedback. "You guys just listen. If it's useful take it in. If it isn't deflate it." Reflection is taught and practiced daily within each school's formal and informal programming; a factor whose regularity distinguishes experiential education from mainstream practice. "If you can capture a moment, reflect on it and then that's how you learn. If we don't learn from experiences, rather than have 10 years of experience, we would have 1 years experience 10 times. We would just never grow." (Brent)

PERSONAL DEVELOPMENT IS INTENTIONAL

Personal development is an intentional part of the curriculum in experiential education. "Personal growth is not something we add to the curriculum. It *is* the curriculum." (Easton, 2002, 160) Each school formally defines the personal development component of their curriculum. ERS lists the personal skills that must be mastered before graduation in addition to the subject standards. TVS literature states that boys will not only "learn to live with their peers but more importantly they learn to live with themselves." Curriculum is a term that does not refer solely to the traditional classroom subjects in the experiential school. There are times in the curriculum for teaching the academics, as well as teaching the interpersonal and intrapersonal. Personal growth is as important, if not more important, than academic work.

Schools like ERS and TVS make time and space for the regular reinforcement of the norms. This personal development happens during formal and informal parts of the school program, including advisories, weekly chapel, daily gathering, question of the week, house meetings, wilderness trips, and solos. Informally, this culture of personal development is normed through instructor dialogue:

- "I would like to thank Lodge Pole for hustling this morning when half the group didn't even bother to show up." (Tony)
- "It was hard to decide who got the movie tickets this week. The whole group was impressive. For challenging himself and showing initiative, Marc. For constantly being helpful, Gareth. For constantly being helpful and having a great attitude, Luke. For his persistence, Marc." (Sam)

Announcements are used to remind people of what behaviors are most desired by the community and weekly movie ticket awards are used to recognize those with strides in personal development. The first trimester for new ERS students is entirely focused on personal development and no academics are taught. While this may not be acceptable at most schools, ERS finds that it is what allows future learning to occur. "Almost all Eagle Rock students cite their own personal growth as the most important stride they've made." (Easton, 2002, 159)

CONSIDERATIONS AND CONCLUSIONS

Such an extensive emphasis on personal development raises concerns amongst educators from the mainstream. Emotional access like this doesn't and possibly couldn't exist in the traditional classroom where content takes prevalence over process. Teachers are not typically trained as facilitators and there are not yet standards for the personal growth that experiential education values. Parents, practitioners and policy makers prefer a more sterile environment. Teaching towards the self is not valued in curriculum design and state standards, nor is it expected as a provision of school. Further, teachers often say they are not psychologists and that they don't have time to craft such relationships with the learner. Last, there is a perception that there is not enough time to tackle personal development on top of all the other content students are required to learn.

Additionally, responding to student's needs can place educational content and goals at the mercy of personality and whim. ERS staff explain the challenge of overcoming the tendency to turn out well-developed people with undeveloped intellects. Not all ERS graduates are

high-achievers or even college bound. In fact, of the approximately 600 students who have enrolled at ERS, only 100 have met all the graduation requirements. An ERS English class entitled, "Whatever the Heck You Want" has unpredictable outcomes as teachers respond to an imbalanced amount of student choice in the curriculum. Without a high level of teacher craft or set outcomes, the practice has the potential to be too open-ended. This was seen in the ERS wilderness program when content lessons and preparations for the trip took a back seat to the interpersonal issues and threatened to throw the program off schedule.

It would be unrealistic, however, for education to anticipate that students will master the fleeting and ever changing content of the world today, be it backcountry cooking or geological processes. What is a more realistic goal is that students walk away with the skills and values to be lifelong learners who can desegregate information for themselves. Carefully crafted experiential education can achieve results when educational priorities are articulated in conjunction with social-emotional learning goals. TVS holds students to high academic standards as demonstrated by the outcomes students achieve. The school has overcome the potential downfall in rigor by clearly articulating academic and personal objectives. The focus is then on achieving the academic and personal objectives.

Putting the student at the center of learning is not an add-on. "It's not a matter of one value a day. It can't be something we do between 10:00 and 11:00 on alternate Wednesday's and Friday's." (Easton, 2002, 160) Currently personal education finds its way into the schools in the shape of supplemental character and morals education. This practice is tokenistic but perhaps the best that educators can do with the structural restrictions of timetables and

content standards. Accordingly, it would be a stretch for traditional schools to implement a personal growth curriculum at the level the ERS does.

However, the alternative to paste-on programs is incorporating more experiential methods into the process by which other subjects are taught. A personal development curriculum can be achieved through process rather than content. When the teacher believes that the student should be the center of the learning experience, they employ a set of strategies to encourage emotional engagement, personal relevancy, reflection and responsibility. While doubters may question the magnitude of the content that can be learned through these methods, experiments like those by Warren (1995) have shown that students can successfully manage their own learning. Experiential philosophy does not diminish content, but rather determines the process by which the content can be learned.

The learner's connection to the experience is one of the hallmark components of experiential pedagogy and exists regardless of content or activities, but does not have to exist regardless of outcomes. The learner is taught new ways to relate to themselves and create personal understanding and future application. Putting the learner at the center of the learning relationship to themselves is key to developing the skills that will further their ability to cope with future challenges, both academic, and personal. Experiential education is directed at creating a change agent, who can implement future changes as needed for themselves.

Reflection, student choice and emotional engagement are not new strategies in education. Mainstream practitioners do access their students through these techniques. What is

different, however, is the extent of their use in experiential education. When the activities regularly draw upon interpersonal, intrapersonal and self-expressive skills, students are more likely to engage in learning and achieve success. When the responsibility for learning rests in the learner's hands, the learner receives the skills and the power to be able to learn for themselves through their own experiences in the future. Reflection is intentional and a key part of the learner's new relationship with themselves, as a purveyor of knowledge. The headmaster of TVS sums up the importance of this independent ability to think: "TVS is about developing independence and responsibility through the medium of the bush. Survival skills enable them to negotiate the unknown wherever you drop them, downtown Auckland or New York City. They have been in a difficult situation before and can draw on it. They have the ability to cope with the unknown."

Experiential pedagogy prepares students for the unknown future by developing personal confidence, ability to learn for themselves through critically thinking about their experience; two skills that will be critical to meeting challenges in the personal, social, and academic environments. This chapter has explored examples of the learner's relationship to themselves as a method for generating personal development. In the next chapter, the student's relationship to the group will be explored as the context for personal, social and academic learning.

CHAPTER 8: THE RELATIONSHIP OF THE LEARNER TO THE GROUP

INTRODUCTION

The creation of personal relationships is both a key methodology and product of experiential education pedagogy. The relationship of the learner to themselves is crafted in conjunction with the learner's relationship to the larger group. In keeping with Rousseau's idea that awakening an individual's collective concern is the first step in healthy personal development, relationships are nurtured as part of the learning objectives. While the basics of school curriculum (i.e. math, English, and science) are important to future success, social skills are also necessary. Experiential education nurtures the development of these skills through a pedagogy that purposefully teaches students how to relate to one another. "I guess it all comes down to a great set of values. The values of looking after others, doing unto others, respecting other people's relationships and other points of view." (James)

RESPECT FOR OTHERS

Respect for others is taught directly as part of this methodology, and caring is instructed and expected. Wood (1990) points out the distinction between community and institutions is whether or not the group is actively working at the outcome. As a result, the learner's relationship to the group is one in which they learn both the mutual reciprocity and distinctiveness of being part of a larger whole. We can see this practice emphasized in ERS's curriculum for the first trimester, which focuses entirely on relationships and social skills. The experiential learning environment is a new culture for students who have come from a mainstream learning environment, where content takes precedence over people.

Direct instruction is needed to teach students how to relate to each other in a respectful way. Joseph has students discuss readings on relationships so that they can begin to discuss these new norms, as well as to practice relating appropriate group discussion skills, as seen in the following example:

> St1: [reads] ...tell three people today how much you love them...
>
> St2: [interrupts talking to St1] I love you for real. I just realized it how much I love you.
>
> Joseph: [to St1] You can finish whenever you get the respect you deserve.
>
> St1: [reads the rest]

Although Student 2 was following the content of the lesson by telling someone that she loved them because she interrupted someone it was unacceptable. As the needs of the group must be balanced with the needs of the individual, the instructor chooses to emphasize the skill of respecting others over the content of how to improve a relationship.

Experiential educators spend significant amounts of time within all lessons directly teaching, modeling and providing opportunity for the practice of respectful relationships. At TVS, a student presentation in chapel addresses the balance between selfishness and group responsibility. "This passage is basically saying why people fight. It's just like here, when people want kindling and wood when they haven't been organized to chop some. They steal some, which causes another fight instead of asking to borrow some and then repaying the deed." The topic was assigned by staff to a house that was in conflict as a way for them to learn more about respectful relationships by teaching others, and also by collaborating to complete the exercise.

There is also a place for direct instruction in teaching diversity as a skill for healthy group relationships. "If individual freedom is to be extended, it must be accompanied by the construction of new cosmopolitan communities." (Giddens, 2000, 217) ERS has overt programming for diversity with a focus on tolerance in the formal and informal learning activities. These concepts are fully integrated into the school's routines and traditions. For example, the community reciting greetings in every language at the Wednesday Gathering, and the school trip to a Gay Pride Festival each teaches tolerance. Tolerance is taught at TVS through the modeling of respectful relationships and the acceptance of diverse ideas. When Kylie responds to a student's offhand remark that a mountain climber survived because he was Japanese, she teaches respect on two levels. "I think that is a pretty broad generalization. You are entitled to your opinion, but I am going to argue that it's probably not the right way of thinking," Indirectly she models respect for the student with the controversial opinion that differs from hers. Directly, she teaches tolerance by instructing students to notice stereotyping. Respect for diversity is established as a community norm through this instruction, resulting in the learner gaining skills for building healthy communities in the diverse world of the future.

As a result of this direct instruction in group norms, the community is affected with a greater sense of care for one another. ERS's curriculum is specifically tied to personal growth through the components of service to others, cross-cultural understanding and stewardship. (Easton, 2002) Care for one another is specifically addressed through the social living components of each program. At TVS, living in houses with a division of chores and

rotating cooks teaches an intimate connection and level of care for the group on a really basic level.

Another way a sense of community is built is through student responsibility for the physical care of their community. At ERS, a three pronged approach to what the curriculum guide calls "to be of use," involves daily service on campus, community service (such as trail building in Rocky Mountain National Park) and service learning (such as building houses while practicing Spanish in Guatemala). Responsibility for a larger group teaches students to be responsible community members in both the roles of caretaker and one who is cared for. For example, when students clean common areas of the campus they learn both personal responsibility for others, as well the expectations for the community's responsibility to one other. This is shown by this student's announcement that the group needs to consider their impact on others in simple activities. "On Tuesday, recycling crew does everything over here and we notice that people aren't paying attention to where they are putting anything. Can you be really conscious?"

The presence of accountability as a community norm shows that the group expects to be able to trust others, and that it is important to be trustworthy. At ERS, students are entrusted with group management roles from being a mentor to morning exercise managers. Students hold their peers accountable for behavior outside the norms as demonstrated by this example: "I didn't see the following people at the gate run this morning so if you were there please let me know so you don't have Sunday Sweats." This requires a level of trust given to the student and in turn expected of the community.

> "Creating culture is an intentional activity. It doesn't just happen. It is not a single event, nor is it an instantaneous understanding. At first, the adults at Eagle Rock instigated the culture, based upon 8+5=10. They modeled using the culture, as represented by 8+5=10, in every Eagle Rock decision and activity. Within a couple of years, students themselves became the guardians and promoters of the culture. Now they watch each incoming class of students with wary eyes. They work with new students who do not understand what it means to live and learn at Eagle Rock. They refer to 8+5=10 when a student violates that culture." (Easton, 2002, 41)

Because all parties suffer the consequences if the trust is broken, students hold each other accountable for group norms.

THE CREATION OF COOPERATIVE MEANINGFUL RELATIONSHIPS

The creation of meaningful relationships and community is a priority in experiential education. "Human Propensities and appetites, as well as human relationships, will continue to be much the same as they have been: people will change their behavior when changes in conditions give them strong incentive to do so, but only then." (Simon, 1996, 643) As a result, social development is one of the main objectives of these schools. "Living in a community is part of our curriculum, so we create experience where we have our students learn about community, then we reflect on that and then apply it to strengthen the community." (Jason) Conditions of conflict are generated and welcomed as times for formal guidance and instruction in relationship building. Brent ties his house together and climbs a tree to teach that the group is more important than the self. Monica explains, "I think it also helps with naturally giving a very physically demanding environment to them so they are working out of a point of negative energy so right there is when you get conflict, and that's when kids have to learn to deal with each other." House placements also provide valuable

opportunities to learn conflict management and problem solving skills. "We don't let kids walk away from issues. We're a community. Two boys had a fight. But we didn't switch their rooms or house," explains Camilla. Students are taught to think first of 'we' instead of 'I.'

Trust is the basis of the learner's relationship to the group in an experiential, and especially an outdoor setting. Instructors intentionally facilitate the groups in ways that deepen intimacy and cooperation, through the use of challenges in unfamiliar environments. The outdoor environment specific to experiential programs is especially helpful in generating the learner's relationship to the larger group. Students are entrusted with each other's safety from a kayak rescue to spotting a fall during a team-building challenge. An ERS student predicts the outcome of their backpacking trip. "This is going to build a relationship with all of us. I mean for real. I am going to need all of you." As a novel setting, the wilderness provides a constructive level of anxiety and perception of risk. Overcoming these challenges requires a cooperative effort amongst group members, and the basis for change is a foundation of trust.

The pedagogy's emphasis on being responsible to the group leads to a cooperative community. When cooperation is taught, it means cooperative living, how to work in cooperative groups, the value of cooperation over conflict, cooperative management of the school environment and cooperative problem solving. Cooperative versus competitive relationships are often challenging for participants. The priority of the group over the self upsets normal behavior patterns taught in a typical school setting and students often need

coaching in cooperative classroom behavior. When a student cannot answer a question, Brent asks another student to help him. This teaches students to cooperatively construct and share knowledge as opposed to competitively hoarding it. It is not a deficit to the group for someone to be "lost," but a challenge to take responsibility for and respond to. This is seen when Kylie asks for a story recap for students who haven't read their materials. She shows that she expects for students to take on a responsibility for sharing this knowledge with the group. In situations like this, the content is not the only lesson that is learned. Students also learn the value of cooperative relationships to achieve goals and a responsibility to others.

CONSIDERATIONS AND CONCLUSIONS

Teaching the skills needed for healthy group relationships is preferred over content in experiential pedagogy. "The curriculum is the culture of the school and the culture of the school is the curriculum." (Easton, 2002, 50) Spanish class will be measured as much on their participation in a service project as much as their language proficiency. Language was used as a tool for communication in the service project, but the question of mastery was raised when other priorities are produced by the experiential learning context. Furthermore, service, be it to the immediate or greater community, requires extensive logistical and structural support, especially if it is to be wedded to content outcomes.

Effective teaching about group dynamics and working through social challenges requires significant time and attention. When it is not supervised, the social group deteriorates, as witnessed when the boys in Sam's house returned to teasing as soon as the social education lesson was over. However, significant time and attention can potentially raise the amount of

teaching about interpersonal dynamics to an imbalanced level within the curriculum. When using cooperative groupings in the mainstream classrooms, teachers find that time and attention must be spent teaching and monitoring the group process, as well as the progress towards content mastery. As a result, using groups as a tool for learning will take more time, especially if the focus becomes the group process as well as teaching with and through the group.

Group process as an outcome is a vague objective that is not easily quantified. It is one of those pieces of experiential education that relies on instinct or specialized training to craft and measure. Not every good teacher is a skilled facilitator. Additionally, group processing is not a substantial enough content to be a multi-year curriculum. This raises the question of how teachers scaffold instruction without repeating the processes that students are familiar with. TVS addresses this challenge by saturating one semester with social skills instruction and empowers the students to build from this. Although mastery may not be developed when taught only once, it does speak to the limited scope of this curricular component. At ERS, curriculum scaffolding is achieved through graduation requirements that students gradually work towards over each semester.

Another challenge of transferring these programs to the mainstream is group size. Teaching environments at TVS were never larger than 25, with many lessons happening in groups of or in classes where there were 2 or more teachers. At ERS, the largest class had 16 students and a 1:5 teacher to student ratio, a luxury not possible in mainstream structures. Additionally, dynamics and processes change with larger groups. Many small group learning experiences

would not transfer to public education, as classroom ratios would be too large. Experiential education is able to maintain these ratios because it exists as a "fringe" practice. However, economies of scale, teacher shortages and the structural history of education will not permit mainstream schools to be reorganized in this optimal manner. As a result, the relationship of the learner to the group would likely be a minimized component of mainstream schooling.

Nevertheless, the group is a motivating context for learning. Healthy or unhealthy group dynamics provide opportunities for learning social and personal skills. Additionally, a high functioning group provides a strategy to teach other content, and an opportunity to acquire skills like compassion, cooperation and connectedness. Students never do it alone in experiential education, and nor do they in life. Therefore, it is one of the key relationships that needs to be taught in concert with content is group cooperation.

The relationship of the learner to the group is a key component for both the content and process of experiential lessons. Process and content are not mutually exclusive, although many times, group process *is* the outcome. Teachers teach *how* to do something as much as they teach *what* to do. Experiential schools possess an ecology and culture that counteracts the narrative of individualism in the consumerist post-modern culture.

> "We have to learn to live together by developing our understanding of others, and of their history, traditions and spirituality. By doing so, we can create a new spirit which, thanks to our perception that we are increasingly dependent upon one another, can make a joint analysis of the dangers and challenges of the future and encourage the realization of joint projects or the intelligent and peaceful handling of the inevitable conflicts." (UNESCO, 1996, 18)

You can hear these skills and values echoed in the language of the older students: "Can we agree on 6 minutes for a break?" and "I have always wanted a strong house, so I am fighting

the way it is and trying to make it better all the time." Through both organized conflict and cooperation, students have learned the intrapersonal and personal skills to facilitate their success in complex social environments, now and in the future. As a result, participants walk away with the skills, values and knowledge to be successful in the cooperative learning and work environments that they will encounter. Results of the new relationships of learner to the group can be powerful for their ability to master content and skills in future learning experiences. In the next chapter, the learner's experiences in the environment will be explored as an extension to the relationships that they have developed with the larger group.

CHAPTER 9: THE RELATIONSHIP OF THE LEARNER TO THE ENVIRONMENT

INTRODUCTION

Experiential education is often characterized as having programming that teaches through a range of outdoor and environmental activities which have physical, interpersonal and intrapersonal components. "Courses taught as lecture courses tend to induce passivity. Indoor classes create the illusion that learning only occurs inside four walls, isolated from what students call, without apparent irony, the 'real world.'" (Orr, 1994, 14) While not all experiential education must take place in the outdoors, Rousseau informs us that nature is a better educator than society for human development, for it is the place where the learner's inter and intrapersonal skills, values and knowledge are tested in one setting. The learner's experiences *in* and *with* the environment serve as the venue, subject matter and vehicle for other learning experiences.

Louv (2005) points out that the environment is an important developmental experience. Kids who are alienated from the natural world lack confidence, creativity, and intelligence, and are more likely to be depressed, distracted, and overweight. He characterizes the situation as Nature Deficit Disorder. Louv blames a variety of factors, including a technology-obsessed, overscheduled, and litigious society for this phenomenon and sees one solution to today's insulated youth: more time spent in the outdoors.

The experiential learning environment, however, is not just the outdoors. It can be defined broadly as anywhere outside the learner, including the classroom environment, outside the

four walls of the classroom, the local community or the natural world. The environment is anywhere that learning occurs and is therefore dependent on the location of the student and the teacher, not the classroom or the materials within it. "You just aren't learning out of a text book solely. In some measure, small or great that you get to use it practically." (Paul) As a result, the outdoor environment is a place rich with curricular opportunities for each student. The learner's experiential environment is any place that provides an opportunity for engaging in "real world activities", which is defined for the purpose of this research as having direct relationships with the material.

DIRECT RELATIONSHIP WITH THE MATERIAL

Using the environment as content and venue allows for direct relationship and immersion with material that is increasingly lacking in our everyday lives and therefore not available to the individual as a teaching tool.

> "Suddenly we have a poverty of experience in life. The household, which was once a productive unit, overrun with people, activity, strife, demands, love, and work, where the child could gain experience without undue danger, has now become antiseptic, a boardinghouse where family members come to sleep, and sometimes to eat, a place where their paths cross as they go back and forth to their specialized activities." (Coleman, 1995, 124)

The multiple dimensions of an experience outside the confines of what Coleman identifies provide opportunities to learn more about the self, others and the environment. For example, learning is enhanced by context when Brent takes students to look at the local rocks and volcanoes as part of a geology lesson. "These are our nearest extinct volcanoes. I want you to make a triangle with your fingers and hold it up to the top of Pureora. Now turn to

Tirioupanga. This is what these mountains used to look like. So what's going on with Tirioupanga? Why is it different?" Students are able to see for themselves how the geologic concepts work when they directly engage, and are challenged, with supporting material in the environment. Using the local environment creates immediate relevancy for the material and aids in its retention. "I think people learn really well when people are confronted with situations when they have to draw on all the resources to figure it out. Then it's relevant." (Jason)

Learning in the environment with teacher facilitation, provides multiple opportunities for students to infer natural connections between the lessons being taught and what they are observing in their environment. With intentional experiences, meaning can be elicited and applied in new contexts. Using the environment as context allows students to explore connections between content and skills, between subject areas, and amongst social and natural systems (S.E.E.R., 2005). One way that instructors facilitate these connections is by drawing upon prior knowledge when in the outdoors. In the midst of a lesson on weathering, Brent facilitates understanding of the content and environment by evoking students' previous outdoor experiences. "These bigger rocks just bent the water around them. That's how we go kayaking, too." He draws upon experiences the boys have had in the outdoors to enhance their geology lesson. In another example, the scientific aspects of the soil are made more relevant as Brent references rock and soil that they have recently touched at the campus climbing wall. "What type of parent rock type do we have around here? Remember over there at the rock wall? We looked at the weathering on the little rocks and then we went to

the big rocks." He facilitates deeper understanding through the connection to the environment.

Later, when Brent teaches about the impact of humans on the local landscape, the lesson has relevance because students are able to connect to the land by drawing on their experiences in earlier lessons that immersed them in that same environment. Such an understanding of place leads to a sense of connectedness that provides opportunities to further develop the learner's relationship with himself, the group and the world outside of him. It provides opportunities for learning and service in the local environment and a subsequent sense of commitment and responsibility. "Place-based education is the antidote to the not-thinking-about-the-Earth common in many schools." (Sobel, 2004, 6) Mark's class visit to a local farm taught more than conventional and organic farming; it gave students an opportunity to directly understand the interrelationship between humans and the local land.

At TVS, social studies and science curriculum is derived from the place they live, giving students an opportunity to master content through relevant application and emotional engagement. "The process needs to engage the learner to a point where what is being learned and experienced strikes a critical, central chord within the learner. Learners' motivations to continue are no longer based on what they have to do because someone or something else tells them they must. Rather, they are fully immersed and engaged in *their* learning experience." (Proudman, 1995, 245) Students can relate to the place in which they live, so it is a perfect teaching tool for engagement.

Seeing and feeling relationships with the broader world enable the learner to create connections that may not be so easily drawn in a static learning environment. The outdoor environment facilitates this through both context and application. "There are sources outside an individual which give rise to experience. It is constantly fed from these springs." (Dewey, 1938, 40) Experiential learning does not artificially divorce the learning from ways that people naturally experience the world and learn from it. In order to teach the students about the history of the local Maori tribes, Cooper creates a learning experience that enables them to see and feel the history of the local Pa (fort). In the shadow of the Pa, he creates a battle reenactment on a sloping hill with one class attempting to storm the other's stronghold. Limited resources, strategy and geography all become obvious factors as the students feel history through the role playing scenario. Relevance is further facilitated when Cooper tells students, "Look back up at the Pa. Hundreds of people died up there on that ridge line. There was a Pa there for 400 years and it was attacked many times but never fell. If we went up there right now, I bet we could find the exact spot where most people fell. It would be the steepest spot." The reenactment provided the emotional connection that enabled the boys to master, in an experiential sense, the historical concepts of the lesson.

Feeling or intuitive knowledge is also validated as a source of knowledge in the experiential environment. Chuck teaches the law of conservation of energy first by exploring the students' ability to sense and feel the impact of the environment. "You already have an intuitive understanding of this from life and the fact that we know we would prefer to ride a bike downhill than uphill." The instructor used this familiar sensation as the basis for a lab in which students applied their ability to sense to the nuances of a scientific principle.

Instructor craft allows the students to explore these relationships with their environment and transfer feeling into knowledge. Seeing and feeling relationships with the greater world are also important because without this tangible and visceral connection to the natural environment, students have a hard time making the connections to the academic content of environmentalism.

EXPERIENCES ANALAGOUS TO REAL LIFE

Real life experiences encourage connections and foster the learner's development in an authentic way by providing opportunities to master knowledge, skills, and values in settings where relevance increases absorption. Experience is the original teacher and the environment is the natural classroom. When Trey's students serve greens at dinner that they have grown, the content of the day's lesson is relevant. They can discern the difference between organic and conventional farming when they are confronted with the experience of choosing whether they will eat what they have grown. Application outside of the classroom provides students with an understanding of why they are learning. "Numerous studies have shown positive correlations between the use of authentic learning and increases in student achievement, motivation, work habits, and responsibility." (Miller, 2004, 8) These characteristics subsequently generate the ability and desire to continue to learn.

In experiential education, the lessons are modeled as closely as possible on real world experiences. Jay taught statistics to his class through an intensive gambling project. When he tells the class "If you make more money than the house makes, you get full credit," he is telling students that he will reward those who are able to apply their knowledge towards a

practical outcome – beating the house. This is achieved through contextualizing the lesson in realistic circumstances. This is also seen in Chuck's class when reading material is used as a resource to learn more about the experience students are having, not as a substitute for the experience.

Real world application drives attention and enables students to make connections. When learning experiences are made relevant to their lives, students understand the importance of appropriate action and perceive the authentic consequences for their errors. This is applicable to academic or social development. When an ERS student violated his house rules by being out of his wing after curfew, he is moved to a cot in the gym for violating the trust of his house. Brent explains the benefits of engaging with the natural environment as "instant feedback. If you are doing something wrong, you get hit by the boom, capsized, slip off the rock face. We don't get a lot of that in real life. So many safety nets. Your chance of having something real gets harder and harder. So I think the lessons learned are longer lived. You don't forget them in a hurry." Context drives application and application drives contextual understanding, and this cycle develops into a reciprocal relationship that accounts for the depth of learning that occurs as the learner engages with a larger environment.

SKILLS OVER CONTENT

A real world learning environment provides the learner with the opportunity to apply his learning in a context that is significant to him. Skills and their application are the priority over knowledge with this pedagogy. "Where the goal is active learning, by contrast, skills are purposefully nurtured rather than learned incidentally, and students are given

opportunities to practice and review them." (Dennicolo, 1992, 4) Skills are as important as content in experiential education. The environment, itself, is a learning experience, but it is also a tool for other skill development. When students rock climb, the ultimate goal is not that the students learn to scale a rock; it is the development of the self-confidence that comes from overcoming an obstacle. The rock face is a great metaphor for the challenges that students will face in life. It gives them an opportunity to attempt and succeed at a seemingly impossible task.

Practice in a realistic context affords the learner the opportunity to develop skills. In experiential education, content knowledge without the skills to apply it is irrelevant. The takeaway lessons in experiential education are more often skills based than they are content-based. Chuck tells students, "Please focus on understanding this lab rather than simply completing this lab," because it is not important to know the content, but to know how to apply that knowledge or skill later. In the realm of the future, this will benefit students more so than the present as access to content is increasingly facilitated through technology. In the bivy building lesson on survival, knowing that conservation of body heat is important is not nearly as effective as learning how to rectify body heat loss and then practicing those new skills in a meaningful context. When the learner relates content and skills to his environment, he has the opportunity to gain mastery, but also to gain transferable skills like confidence, critical thinking and communication which will serve him in novel contexts in the future.

KNOWLEDGE LEADS TO RESPONSIBILITY AND ACTION

With experiential pedagogy, "knowledge carries with it the responsibility to see that it is well used in the world." (Orr, 1994, 13) Relating this knowledge to a greater environment teaches students values and skills not absorbable through a desk and a book. As students engage with their fragile or harsh environments, their sense of responsibility for their actions increases and an environmental ethos is developed. Immersion in the natural world and the ability to directly see and feel the human impact on the environment leads to an integrated relationship with the greater ecological system over time. "Ecological thinking entails a shift of emphasis of relationships based on separation, control and manipulation towards those based on participation, empowerment and self-organization." (Sterling, 2001, 49) The following discussion about the students awakening environmental awareness shows that an ongoing relationship with the greater environment is crucial to facilitate this knowledge:

> Matt: We're encouraging them to take resources with them so they don't have so much impact on the site.
>
> Brent: Environmental awareness isn't very high.
>
> Cooper: It's pretty early on in the program so it's a lot to expect for environmental awareness.

The instructors' discussions illustrate that ecological thinking is a lesson priority that can only be developed over time as the students spend more time in the environment knowing and feeling the connection that later turns into responsibility.

CONSIDERATIONS AND CONCLUSIONS

One of the significant considerations in examining the learner's relationship to the environment is the question of whether the experience with the environment is separable

from the outdoors as a place. Monica shares a story that shows the power that the wilderness can have as a teaching context:

> "A hike is only supposed to take us six hours and it took us ten. Two hours in the dark and with no water. So we had to get to this campsite with a river. The reason why it took so long was that someone had massive foot pains and couldn't walk fast and couldn't carry his pack and then watching the group figure out how to solve it. So I said to the kid who was complaining, you don't have a choice in whether or not we go on. You do have a choice, do you complain for the next few hours or change your attitude? So thinking about this experience, I said to myself, could I do this in a math classroom?"

In this example, the extreme environment provided significant lessons for the group in terms of problem solving, and for the individual, in terms of character-building. Monica acknowledges that this would not be possible in a math class. "The wilderness component is important as it allows for students to have a tangible moment of success in doing something difficult so that they can draw from that successful event when faced with other difficulties," seconds Paul. While it is obvious that there is power in the experiences provided by the outdoors, "there would need to be something extremely strong set in place instead," explains Jennifer. It is important to realize that experiential education can exist with some of the same outcomes without the wilderness. ERS is able to achieve these outcomes with their older students who do not have a wilderness component integrated into their program.

At both ERS and TVS, two thirds of the staff thought that the programs could exist without the wilderness components. The physical outdoor components of experiential education are merely a vehicle for teaching about the self. "It wasn't the rock climbing but the talk he gave before and the way we could connect his words with our actions." (Damien) The outdoor skills are not the objective but the methodology and are in fact replaceable with other

strategies that result in interpersonal or intrapersonal outcomes. "I also think that folks misunderstand that experiential education does not need to be rooted in outdoor experiences. I truly believe that the concept is transferable as long as the values, practices and benchmarks are bought in," explains David. In attempting to transfer the practice of experiential education to the mainstream classroom, it is then crucial that we do not use the terms outdoor or adventure education interchangeably with experiential education. "I want to say that its outside, but I don't believe that experiential education has to be outside." (Camilla) Experiential education is one of the strategies employed in outdoor education, but outdoor education is not a must-have for experiential education. At the end of the day, ERS and TVS are schools with adventure components; they are not adventure programs who are running schools. When it is not possible to use real or outdoor events, the schools supplement instruction with small group challenges, moral dilemmas, unusual problems or dramatic simulations.

Examples from ERS and TVS show us that there are many benefits of developing the learner's relationship with a larger environment. "They get in there and they learn. But it's not until they actually do it that they actually learn." (James) Other research by the American Institutes for Research for the California Department of Education confirms the power of the environmental context. Martin (2005) summarizes the June 2005 study which found that a nature-as-classroom experience improved students' science grades and confidence. Students had more self-esteem and a greater concern for the environment. Students were also more cooperative and more engaged in the classroom, and were more

open to conflict resolution. The study also showed that science scores also increased by 27%.

Developing and placing the learner's relationship in a larger environment is not only effective in enhancing retention academic content but also at imbuing students with key skills for the future, including but not limited to compassion, connectedness, critical thinking, community building, cooperation and confidence. Learning is developed about and through the environment by using it as a medium for learning. First-hand knowledge derives real intelligence (Orr, 1994). In the next chapter, the subset of skills that result from first hand knowledge will be addressed.

CHAPTER 10: THE RELATIONSHIP OF THE LEARNER TO THE TEACHER

INTRODUCTION

Learning relationships instantiate the pedagogy of experiential education. The pedagogy is most evident in how the teacher facilitates the learning relationships experienced by the individual. The learning relationships discussed in prior chapters are, in fact, highly instructor dependent. Experiential education "asks educators to assume a role radically different to that of a teacher... It seeks a change in power between the learner and the learned and in the acceptance of what knowledge might be, how it is generated, and how it is endorsed." (Fagan, 1996, 139)

Dewey (1938) reminded us that not all experiences are necessarily educative, and therefore, it is the role of the teacher to imbue meaning in students' interactions with the world and each other.

> "A primary responsibility of educators is that they not only be aware of the general principle of the shaping of actual experience by environing conditions, but that they also recognize in the concrete what surroundings are conducive to having experiences that lead to growth. Above all, they should know how to utilize the surroundings, physical and social, that exist so as to extract from them all they have to contribute to building up experiences that are worthwhile." (Dewey, 1938, 40)

The relationship between the teacher and the learner forms the foundation of the learner's experience. "To me it's the interaction between the student and the teacher that makes a difference and perhaps makes a lasting impression." explains Brent. In order for learning to

occur through experiential education, the teacher must take on a role radically different from that of a mainstream classroom educator.

USING THE CONSTRUCTIVIST APPROACH

The role and the philosophy of the instructor are inherently different in an experiential learning relationship. The learner-centered constructivist approach of experiential education allows for students' individual learning styles by encouraging students, either explicitly or implicitly, to create their own understandings and to initiate self-directed courses of study. (S.E.E.R., 2005) The instructor trusts that knowledge and the ability to learn are inherent in the student and works to draw out these capacities. TVS materials advertise that teachers are "selected on their ability to work loosely with students, enabling the boys to achieve their goals... challenging them and assisting them to extend their limits." Experiential education places the teacher in a supporting role as they facilitate the learner's meaningful interactions with each other, the environment and themselves. Cooper begins his bivy building lesson by showing the finished product and by doing so shows how minimal structure in a lesson can further students' abilities to develop and explore their own paths to problem solving.

Instructors plan lessons and have best practices to draw upon, but the real learning in experiential education is both unplanned and unpredictable. It asks instructors to "be independent and resourceful" (James) and to create meaning from teachable moments when the conditions or students dictate. When Miguel asks students to create their own parameters for the project, he is confident that his educational philosophy and content knowledge have constructed a situation where asking questions is the only needed form of direct instruction

between student and teacher to complete the task. "I am not going to tell you if it's big enough. Things to think about are: What kind of presentation are you going to do? What kind of history are you going to present? And the other question is why it is important to know about it." He trusts that, by challenging his students with questions rather than dictating instructions to them, they will get close to achieving mastery so that refinement can occur through subsequent coaching and instruction. Minimal structure provides an opportunity for students to direct the learning process.

Choice also allows students to be responsible for the direction and depth of their experiences. Learning is not something that they are made to do or an agenda put forth by someone else. Candice defines success in pottery class as completion, leaving the field open for responding to teachable moments. "The goal of the day is to finish. We are not saying how big it needs to be how small or what its aesthetic function needs to be. I hope that we all walk away feeling successful with a piece of pottery." Kylie reinforces this in her class with language like, "You don't have to do anything," and "you can start whenever you want?" Cooper lets the boys go out to do their mapping activity entirely on their own. He gives them minimal parameters and then steps away. "Your task is to make a topographic map of Tihoi. You will have 2 weeks. Your boundaries are in the North, the new truck shed. In the west..." In this exercise, students' inquiry is limited only by geographic boundaries, and success will later be facilitated as they check their work both in and outside of the classroom. As a result, each student assumes responsibility for himself and his learning outcomes. The experiential teacher's primary agenda is to construct a learning environment or a task in which students can then successfully create their own connections. They give them enough knowledge and

direction to arrive at the desired destination but do not control the outcome or the specific path towards the outcome. The teacher is a tour guide rather than a conductor.

TEACHING TOWARDS A CLIMACTIC MOMENT

While facilitating the learners' relationships with themselves, the group and the environment, the teacher teaches towards a climactic moment and then steps away. "Let control go and give control to the student and power to the student," explains James. This is a hallmark of pedagogy at ERS and TVS. "The goal in the student-directed model is to empower rather than to hold power over. Therefore, the elimination of authority, the chief power dynamic in a teacher-directed situation, is a primary technique." (Warren, 1995, 250) On wilderness, students spend the last 2-4 days of the expedition leading their own group without the instructors present. Instructors follow the students at a small distance, but have minimal interaction since the students have been taught all the skills that they need in order to accomplish the given tasks without adult assistance.

Teachers trust in the students' ability to create their own meaning and trust that whatever outcome is achieved will be meaningful. The instructor responds to the distinctness of each student and trusts in the unfolding of the learning. Chuck has success with this process in his physics lab on the concept of speed. He does not go over directions for the lab, but only the learning objective. He talks about the difficulty of stepping away from constructing an entire lesson. Nevertheless, he simply put his co-instructor on a bike at the top of a hill, laid out some tools, and a question: "is speed constant on a decline?" He then stepped back to let students figure it out. "I was nervous about the activity and how much scaffolding to give

them and how much to let them do it. And the activity went flawlessly." He spends the bulk of the class time encouraging students to ask questions and risk being wrong. They are expected to struggle as part of their discovery process and he intervenes only when difficulties threaten to completely disrupt the success of the experiment.

PLAYING A DIFFERENT ROLE

Experiential education pedagogy places the student in the driver's seat. "The teacher is responsible *to* rather than *for* the students," as Keith King, former Association for Experiential Education Practitioner of the Year, has often said. Specifics are not always predetermined. Instead of applying a one size fits all approach, the teacher must be flexible, as demonstrated when Kylie lets students determine the time they need to complete a task or when Chuck directs students to "Do what you need to do," when they ask him about modifying the experiment. The students are expected to be responsible for themselves. The teacher's role is then to facilitate understanding in the form and direction the students take it.

This is a new relationship for teachers and students in comparison to mainstream education environments where learner responsibility simply means turning assignments in on time. The task of the experiential teacher is to "re-present" the universe to the students, as a problem. The instructor is responsible for helping the student framing the learning experience within the group and environment. This method requires students to construct their own views and meanings, rather than rely on the one paradigm presented by the teacher. The content is thus always relevant as it is student centered.

This type of learning relationship asks instructors to play different if not multiple roles as facilitators, mediators, coaches, articulators, and problem posers. "[Experiential education] requires knowledge of process and facilitation. Answer giving versus question posing." (Jason) Instructors, therefore, define their roles through facilitating students' experiences, not by dictating their own knowledge or readily handing out answers. At a wilderness staff meeting, the ERS Program Director reminded the team that, "Everyone is here to serve the students. In a sense they are here to serve us, too, as they push us to be better at what we do." We see that the experiential educators' conceptualizations of success are linked to their students' experiences. "It's more demanding for a teacher because there is an element of creativity that the teacher has to have. You have to be able to pick the learning moment to get the kid," explains Camilla. Their role, and in large part, the measurement of their success, can only be defined through the experiences of their students and their ability to adapt and evolve with their students' experiences.

When students are able to co-design an instructional experience, they are more participatory in learning. Experiential pedagogy values and solicits student input in both the final outcomes and the process of learning. This exchange with Brent shows how instructors engage students in decisions about lesson design:

> Brent: So I am thinking about when this assignment should be due.
>
> Student: You've got to give us a chance.
>
> Brent: I think so, too. So let's think about it.
>
> Student: Wednesday?
>
> Brent: Great, Wednesday it is.

Co-design validates student knowledge and empowers them. Their own ideas are part of the lesson design and the teacher is not responsible for crafting each and every moment in the lesson. The kayaking instructor told the students where to put their hands on the paddle but did not teach them proper stroke techniques until they sought direction. There is room for the learner to figure it out for themselves and to shape the next round of lessons through curiosity and questions. In the math and gambling lesson, Jay gave the students the basic information to get started at roulette, but waited for their questions before instructing further. This happened when, after a few minutes of play, a student asked, "What about the zeros?" Learning occurs when it is engages the students' intellectual curiosities and when it is shaped into a meaningful and relevant experience by the students.

ABSENCE OF JUDGMENT

In taking this role, the instructor becomes expert in directing a process rather than disseminating knowledge. The experiential educator is not expected to be the perfect practitioner or eternal academic. The emphasis is placed not on the right answer but the right question. When the program director asks his staff, "What are your goals that come out of this?" He also reminds them that "sometimes it's OK to just figure out what you don't know." The expectation for the experiential educator is the same expectation that the experiential educator has for his students: continuous reflection and application of knowledge.

This is in contrast to mainstream education which often stops with students acquiring knowledge. "I define traditional education as a strict teacher to student relationship. The

teacher has a body of knowledge, the teacher is giving it to the student and it's up to the student to assimilate that knowledge and regurgitate it. It's not a partnership or interrelationship or co-relationship. It's more formal, teacher to student." (Paul) Influenced by Freire's paradigm shift from the student as an empty vessel, the experiential educator similarly shifts from recognition that he is not the keeper of all knowledge to viewing himself as a formal learner along with the students. "The key to all these approaches to a constructivist learning environment is the role of the teacher. The teacher cannot be the expert—indeed; she or he should have as much curiosity about the question or problem as the students." (Easton, 2002, 176) Miguel reads the same book as four students and participates as a group member with them during the discussion portion of the class to equalize the learning relationship. The most effective schools "function as apprenticeship communities in which leadership is shared and members of the community see themselves and others as both teachers and learners." (Center for Ecoliteracy, 2005, para. 6)

When Brent says, "Now is the time to teach the class. I don't know everything. I'm not an expert. Nor do I pretend to be," he is facilitating a collaborative atmosphere where the power differential is equalized. To further reinforce the power of the learner to create meaning for himself, teachers modeled making mistakes. When Brent says, "Do you know how to spell bacteria? Good, because I don't know how to spell it," he is actually making a conscious choice about the nature of the relationship he wants to have with his learners. By giving them the impression that he too is learning with them, he leaves students with the perception that they are on an equal level with him. In doing so he does not cede authority as a teacher, but disarms the mantle of authority inherent in his designation as a teacher and encourages

students to engage him as their peer and draws them in to collaborate in their learning experience. As a result, students learn that it is important to challenge and experiment with new ideas, and that it is acceptable to make mistakes.

Absence of judgment and multiple ways to be right encourage trying and risk-taking as normative behavior. Teacher language and modeling consistently indicated this pedagogical preference for attempts over accuracy. No value judgment is passed when Linda asks, "Is there a better way of saying that?" Similarly, when a student asks "do we have it right or wrong?" Kylie responds, "I will say you had it backwards, not that you had it right or wrong." Her approach is one in which errors go unpunished and multiple solutions to a problem are encouraged and valued.

Mistakes are actually encouraged in experiential programs. Chuck tells his class, "I am not interested in right or wrong. Everybody is going to have an opportunity to be wrong today and that is a great thing." To reinforce this, there are no marks at ERS and therefore no failure. TVS states that the school exists to provide and opportunity for success and failure. Corey actually defines his students work as, "Learning through making mistakes." The experiential teacher facilitates an environment where practice and reflection are valued over perfection. "They get the opportunity to succeed and fail in something which I think is really good," says Camilla. Teachers work from a place of appreciative inquiry building upon strengths rather than pointing out and criticizing deficits.

CONSIDERATIONS AND CONCLUSIONS

Responsiveness to students moves the teacher from the position of expert instructor to learning facilitator. Instructors are not as attached to specific learning outcomes in experiential education as mainstream teachers must be. They are more attached to the process of learner development. The teacher can lead students to a critical point and then step away, trusting that the student will capably continue down this path by himself. The risk of misperception about experiential education can arise from the student-centered and instinctual practices employed. However, the teacher cannot rely entirely on the spontaneous actions in the classroom if richness and rigor are to be present in the curriculum. So while it is hands off, it is not minds off. Practice and process are intentional, not accidental.

The process of experiential education used in isolation will not heed results. Skillful framing creates a learner centered culture which over time provides the student the opportunity to grow into a position where he can better direct learning for himself. Teachers must often tiptoe the line between intervening and altogether stepping back. However, taking a secondary role in a student's experience does necessarily minimize the learning or render the experience aimless. There is a balance to be found between telling and letting when working with students in an experiential environment. "The teacher can design and environment and activities within the environment, which will engage their current conceptual systems in such a way that these systems will be induced to develop." (Finkel and Monk, 1995, 262)

Trust in learning is as important as trust in any other relationship. While easily given, it is also easily broken. Individualization and freedom in an experiential education setting can

benefit the students, but if left totally unsupervised and unscripted, can result in students taking advantage of the freedom and lead to inefficient uses of time and resources in the classroom. When Cooper assigned students two weeks for their mapping project, it is questionable whether this was to account for the challenges of the curriculum or for the risk of an impromptu game of rugby during unsupervised student-led time. When Brent co-designs the lesson's structure with students, they still do not all get their work in on time. Chuck explains his struggle for quality versus quantity to give students free rein to shape their own educative experiences versus over-intrusion that stifles in its rigidity. "The classroom is my world and I can control it and that is not always the best pedagogy." In most instances, the aim is to achieve the balance Chuck strives for.

This component of the experiential learning relationship is highly instructor-dependent. We must ask whether the instructors implement the theory exactly as intended. Since the values that guide the practice of experiential education are reflected in the choices of the teacher, experiential education pedagogy will always be variable and dependent on the instructor. Unskilled instructors who rely on their past experiences to shape practice without regard to the outcomes and impact on their students threaten the potential balance of academics and personal development for the student. Additionally, students do not always know what, when or how they need to learn, so there is a danger in placing too much control in their hands. Outcomes therefore must continue to be crafted by the highly skilled teacher. TVS achieves this balance between student-directed and student-centered learning through the philosophy that teachers first must lead the students, then walk with them and finally let them lead once they have obtained the necessary skills. This philosophy could be blended with the

need for reliable outcomes in mainstream education without sacrificing the process of experiential education.

The relationship of the teacher to the student is one that facilitates the learner's independence and ability to learn from themselves, the group and the greater environment. The teacher plays a secondary role as one who serves the learner. The learners themselves determine the educational experience while teachers craft the parameters for these discoveries to occur. "The teacher is the architect, creates the space and within that space is the intersection of the student and the experience." (Jason) Without their philosophical approach to the pedagogical relationship with the learner, the other learning relationships would not be possible. This chapter suggests that the teacher's facilitation of a constructivist learning relationship supports the development of individuals who can think for themselves and meet their own learning needs. The specific skills generated by teachers using this methodology will be addressed in greater detail in the next chapter.

CHAPTER 11: SKILLS FOR THE FUTURE

OUTCOMES FOR THE FUTURE

Receiving an education does not necessarily guarantee learning or understanding. Pedagogy is the bridge between the education and the outcome. On the dawn of the globalized future, there are suggestions that a new pedagogy is needed to generate the skills that will enable tomorrow's understanding. As we move us from the anthropocentric legacy of the enlightenment to a collaborative learning interaction between people and their world, a new way of teaching and learning could provoke the evolution of knowing. Knowledge could evolve from being a finite commodity to a dynamic understanding, which is co-created as the individual interacts with the world. In the world of the future, an understanding of relationships and process may be more important than a knowing of products. Skills for using information then will replace content as the collateral that furthers continuous understanding. "As this wired generation enters adulthood, the impact of growing up Web-savvy will have far-reaching implications. Their social networks will not be bound by geography as much as their parents' and grandparents'. They will have easier access to all kinds of information." (Shah, 2005)

With the potential irrelevance of content, educators will need to shift their teaching focus to context not content. The current canon of knowledge could potentially evolve into a canon of skills and values. Continued focus on content leaves the educator in what Holt (2002) calls a curriculum straightjacket. "The information base has expanded so rapidly that it is difficult for curriculum committees to decide what is really essential knowledge and skills."

(Erickson, 2002, 2) However, globalization and futures literature (Touraine, 2000; Beck, 2000; Cummins, 2004; Bowers, 2001; Orr, 1994; Sterling, 2001; Holt, 2002) suggest the new skills for students to possess in the future. "Creativity, critical thinking, resilience, motivation, persistence, humor, reliability, enthusiasm, civic-mindedness, self-awareness, self-discipline, empathy, leadership, and compassion" (Bracey, 2001, 158) are skills the literature anticipates. Yet they are skills that are not embedded in the current curriculum of public schools as they cannot be measured on standardized tests. As we shift from measurement driven education to a system which focuses on skills outcomes, students will gain some proficiencies with which they can interact with the world. These skills are different than what they used to be. "They may not come out of here being able to reproduce large amounts of information, but they can think and learn." (Jason)

Experiential education's use of dynamic learning relationships provides us with a path towards this shift towards skills in educational priorities. "If we are to provide not merely schools for the young, but environments which aid them toward a satisfying adulthood, it is important to identify the separate components." (Coleman, 1995, 129) I have found that the separate components of experiential education and the objectives for a pedagogy of the future can be understood as falling broadly into six categories that are consistently referred to across the literature:

1. Critical thinking
2. Confidence and self-concept
3. Cooperation and compromise
4. Community
5. Compassion and cultural tolerance

6. Connectedness

With competency in each of these skills, any challenge of the uncertain future can be met and any content learned. These outcomes evolve from a pattern of experiential practice that casts the learner into new contexts and attends to skill development for sustaining future learning and existence. Corey called the experiential curriculum content "life." And the product is lifelong confident learners. These transferable skills prepare the learner for any context in the global future. "You will get more kids coming out of school feeling successful and good about themselves and knowing that whatever they want to do in life they can do it." (Monica)

All instructors mentioned the importance of critical thinking as the purpose for their work as educators. "Information dumping is no longer relevant. What they need is critical thinking, to sort through information, and how to find it when they need it. We could spend a year telling students everything they need to know and then when they leave, it's obsolete," Jason explains. As a result, the work of the instructors focused on reasoning skills and acting upon knowledge rather than merely acquiring it. "Getting students to think for themselves. To think outside of the box. It's creating options rather than saying this is what you are going to be doing." (Jennifer)

Developing community was an important, if secondary, priority for the instructors. The individual is currently the primary unit in society and the challenge is to link education to this individual in a way that creates community. Not only is community development intentional at ERS and TVS, but it is an intentional community. "For me experiential education is teaching the students how to work better together and live in this community." (Jennifer)

The need for social capital is not going to diminish in the future as lives increase in complexity.

Connectedness is an increased priority for thinking and feeling in the world of the future where multiple priorities compete for an individual's attention. "The more people rely on consumerism, the more they have to work in order to pay for their expanding dependencies: food preparation, entertainment, transportation, clothes, leisure time, health care and so forth. And the more people have to work, the less time they have for parenting and involvement in activities that strengthen the reciprocal networks within the community." (Bowers, 2001, 10) Therefore, the approaches that we have to creating and maintaining community need to gain complexity and intentionality, being tutored and nurtured in social institutions like schools. Creating community is a proficiency that experiential education generates by developing skills like communication, cooperation and compromise. "When you're creating that environment where kids have to interact with each other, they have to learn how to communicate, compromise and learn how to create relationships with people," agrees Monica.

BUILDING SKILLS AND VALUES THROUGH RELATIONSHIPS

Experiential education methodology enables this series of skills to be learned through the relationships that challenge personal and group comfort levels in the outdoors. Experiential education isn't about simply doing. Instead, the experiences provide opportunities to engage in relationships that are vehicles for learning communication, confidence, community, cooperation and compassion. Experiential Education creates these skills through intentional

learning relationships. "Where the goal is active learning, skills are purposefully nurtured rather than learned incidentally, and students are given opportunities to practice and review them." (Dennicolo, 1992, 4) The philosophy that teachers choose to approach the student with guides these relationships and the subsequent development of skills. "Simple participation in a prescribed set of learning experiences does not make something experiential." (Proudman, 1995, 243) Experiential education purposefully achieves outcomes through a series of constructivist strategies inherent in the practice of redefining the learner's relationship with themselves, the group, the greater environment and the teacher:

RELATIONSHIP	OUTCOME
LEARNER TO SELF	
Emotional investment in the learning experience	Confidence and self concept Connectedness
Personal relevance, interpretation and voice	Confidence and self concept Critical thinking
Individual responsibility for learning outcomes	Confidence and self concept
Guided reflection	Critical thinking Confidence and self concept Connectedness
Personal development is intentional	Confidence and self concept
LEARNER TO GROUP	
Respect for others	Cooperation and compromise Community Compassion
Creation of meaningful relationships is an intentional priority	Cooperation and compromise Community Compassion Connectedness
Trust is the basis of relationships	Cooperation and compromise Community Compassion Confidence and self concept
Cooperative versus competitive relationships	Cooperation and compromise Community Compassion Confidence and self concept
Process is important	Cooperation and compromise Community
LEARNER TO ENVIRONMENT	
Direct relationship with the material	Critical thinking Connectedness Community
Experiences analogous to real life	Critical thinking Connectedness
Seeing and feel relationships with the broader world	Connectedness Compassion
Skills are as important as content	Critical thinking
Knowledge translates into sense of responsibility and action	Critical thinking Compassion Connectedness Community
LEARNER TO TEACHER	
Minimal structure	Critical thinking Confidence and self concept Connectedness
Absence of judgment	Confidence and self concept Community
Teacher is responsive to rather than responsible for students	Critical thinking Confidence and self concept Community
Teachers teach towards a climatic moment and then step away	Confidence and self concept Critical thinking
Mistakes are expected	Critical thinking Compassion

Each component of the learners' relationships leads to the development of skills needed in the future. Instructors employ strategies that focus on developing sustainable skills rather than mastery of content. Generally, these strategies include:

1. Relationship building
2. Real world application
3. Right and wrong are irrelevant
4. Reflection
5. Responsibility
6. A role of the teacher that is redefined

These strategies develop from the inherent assumption of the practice that takeaway skills are more important than snapshot mastery. As a result, the implementation of experiential techniques is not solely about implementing the strategies mentioned above. Rather, it is a philosophical shift that allows the teacher to use the learning relationships as needed to create opportunities for the learner to practice and master the skills. Damien further explains how the pedagogy of relationships in experiential education creates a skill set in the students, "Trust and confidence. The administration having trust in the teachers and the teachers having trust in the students. The administration instilling confidence in the teachers and the teachers instilling confidence in the students." His explanation suggests that when schools trust teachers to respond to the needs of the students and teachers trust students to be responsive, the end result of this pedagogy is a confident learner prepared to meet any challenge.

"What is required is an approach to education that challenges naïve beliefs, provokes questions, invites multiple perspectives, and ultimately stretches a student's mind to the point

where it can apply existing knowledge to new situations and novel contexts." (Anderson, 1994, 152) The next step is to begin exploring opportunities in the mainstream to implement teaching strategies that convey these skills and values in concert with knowledge. A shift in orientation will lead to the validation of forms of knowledge, like reflection, understanding multiple perspectives, relationships, communication and forms of mutual support. "I think the more we learn about what true learning is and what we really need: emotional connections with learning, critical thinking, problem solving, engagement of whole person, especially in this day and age in terms of democracy. We need to prepare them to deal with the unknown and to solve problems. The world is not as predictable as it used to be." (Jason) The next chapter will examine the opportunities that already exist for experiential practice to influence the mainstream. It will suggest strategies for implementing experiential techniques and the philosophical underpinnings of the pedagogy that generate the skills needed for the future.

CHAPTER 12: BRIDGING EXPERIENTIAL EDUCATION AND MAINSTREAM PRACTICE

THE CONTEXT OF PUBLIC EDUCATION IN MODERN TIMES

In 1983, when the US's National Commission on Excellence in Education released its report, *A Nation at Risk*, a series of academic deficits were noted in the American school system. The Commission made five recommendations. Three of the five focused on increasing student's content knowledge, and subsequently reforms of the past two decades have attempted to rectify this weakness. As a result, we have arrived at a time and place where schools have a better understanding of what they must teach, but where there is an overemphasis on knowledge acquisition at the expense of the methods and purpose of schooling. The outcomes of education are thus increasingly devoid of the skills and values needed in the world of the future. "Too few children in many of our public schools are receiving the quality of education needed for successful life and work in a rapidly changing world." (Thompson, 2001, 359) Unfortunately, the ugly context of public education is one in which the objectives of schooling are seen as matters to be measured, rather than as means to other more expansive ends.

In this connection, Stanton (2001) states that there is "a narrowing of curriculum, a trend that sucks all enrichment and love of learning out of education while creating a 'drill and kill' focus on reading, writing and math to the exclusion of everything else." (p.12) In the push for quantifiable production, educational creativity and teacher professionalism are replaced by the drive for generic methodology. Holt (2002) describes this drive as the 'fast food movement' of education, which he defines as follows:

> "In the context of education, the form of schooling espoused under the banner of standards demonstrates the same deterministic thinking that governs the production of fast food. What is sought is a conception of educational practice that can be defined in terms of content and sequence and assessed in terms of agreed-upon ends capable of numerical expression. The engagement between teacher and learner should be as predictable as possible, and variation between one teacher and another can be offset by scripting the learning encounter and tightening the form of assessment. If the purpose of schooling is to deliver the knowledge and skills that business needs, this approach cuts costs, standardizes resources, and reduces teacher training to a school-based process. Above all, the efficacy of the operation can be measured and the results used to control it and its functionaries –the teachers. But if schools exist to equip students with the capacity to address the unpredictable problems of adulthood and to establish themselves in a world of growing complexity, then crucial disadvantages emerge. Classroom practice becomes a boring routine, teachers feel de-skilled, and, though what is learned is measurable, its educative value is diminished. The 'fast school' offers a static conception of education that has more in common with training" (267).

Simplification of production has occurred as a by-product of the drive for measurable outcomes. It has left gaps in the ability of schools to meet some of their more progressive aims, frustrating at the same time their obligation to prepare students adequately for adult life in the future. As Kirsch (1998) remarks, "many of the current trends in the educational reform movement are really about doing more of the same thing. This is similar to rearranging the deck chairs on education's Titanic. Again, what is needed is not educational reformation but educational transformation. We must let go of and transcend antiquated, unbalanced, and ineffective approaches to learning." (para. 22)

While these trends are effective, more or less, in producing the limited results they set out to achieve, questions are being raised about what educational products are left out of the

equation. Put another way, this reform has produced results, but the resulting consequences are concerning, which is why Bowers (2001) wants a radical reconceptualization of the basis of education as the next step.

Such a drastic reform however will not happen on the structural level in my lifetime, chiefly because schools are among the more conservative of our society's democratic institutions, and therefore among the slowest to change (Center for Ecoliteracy, 2005, para. 15). Therefore, the space for change may have to be found in the pedagogic process, mediated by the active agents – teachers and other education professionals - who operate within the system. Teachers and their pedagogical choices are the places where this revision can occur without compromising mainstream aims. This study commends experiential education as one such, but not necessarily only, pedagogical choice available to revise educational practice for the better.

BRIDGING OLD AIMS WITH NEW MEANS

Experiential education principles are nothing new. Education through experience has always existed as part of human interaction with the world. Experiential education as pedagogy, merely suggests that we recall a set of methods that have helped people learn outside of the classroom walls for centuries and informed progressive theory about the purpose of schools. Progressive education, constructivism, moral education and critical pedagogy have all attempted to refine this theoretical approach to schooling. Curriculum models like environmental and global studies, Education for Sustainability and Expeditionary Learning have attempted to supplement the mainstream model with experiential approaches. In fact,

some mainstream teachers already engage in practices like those mentioned in the previous chapters, just without the word "experiential" attached to their tasks. What is new is the applicability of this pedagogy to the demands of the future demonstrated earlier, and the need to explicate for mainstream provision the characteristics and purposes of this form of education

However, even with these historical iterations, the present day focus on measurable outcomes leaves us with a sense that experiential education has been abandoned. Teachers wishing to employ its pedagogical approach face a dominant paradigm of education that values scientific absolutism, measurable objectives and top-down control of process and content. "Between the precision of tests and the raw variety of classroom life lies a vast gulf." (Holt, 2002, 270) Education revision for the future, therefore, needs to consider how best to bridge the two. Mainstream education has much to gain from experiential pedagogy and as Wichmann (1995) points out, experiential education will also benefit from reforms present in the mainstream. In particular, as Lieberman and Hoody (1998) highlight, mainstream education might benefit from some of the positive outcomes of experiential forms of education, which are identified as follows:

- Better performance on standardized tests
- Reduced discipline problems
- Increased engagement and enthusiasm for learning
- Demonstration of greater pride and ownership in schoolwork

These outcomes were present at TVS and ERS. And while it can be argued that these outcomes were the result of a utopian and experimental environment, many features of the

philosophy and practice of experiential education can still be applied to mainstream education to produce meaningful learning experiences and results.

To achieve these results it is suggested that we bridge these new means and old outcomes. However, even with these results, widespread implementation of experiential education is likely to be compromised by the market forces that limit possibilities through the measurement of narrowly defined outcomes. We can, therefore, anticipate that experiential education will not exist either on small or large scales in public education. Rather, it will take its place as a set of practices to implement alongside other educational trends. Accordingly, in this concluding chapter, I want to indicate how it is still possible to use experiential education as a means to achieve both future driven needs and market-driven ends. In particular, I want to discuss ways in which traditional education can be experiential education and illuminate the opportunities for overlap and coexistence between mainstream and experiential practice.

To do this, experiential education should first be understood as a pathway to educational objectives that already exist, not as an add-on reform or curriculum. Yet curriculum can be adapted for the mainstream with an experiential twist. Content and concepts in current models will be kept, while new skills and values can be learned through experiential activities. We can further understand this blend by borrowing from Stenhouse (1975) who defines curriculum by what it is not:

- Not pre-packed materials to be covered
- Learners are not objects to be acted upon
- Outcomes are not developed in advance of students and teachers work together

- Objectives are not developed outside of the reality of the classroom

By understanding curriculum in this manner, experiential methodology does not exclude the traditional content of mainstream public schooling. Instead, it is an additive opportunity to meet better the future needs of children without sacrificing results currently valued by policy makers. The numerous examples of practice from ERS and TVS in this study illustrate how experiential education can exist alongside mainstream objectives, while still accommodating the demands of high-modern living. Specifically, there are direct opportunities for acquiring skills possibly needed in the future like:

- Critical thinking
- Confidence and positive self-concept
- Cooperation and compromise
- Community
- Compassion and cultural tolerance
- Connectedness

CHANGING PRACTICE BY CHANGING TEACHER VALUES

One way to achieve a congruence of experiential and mainstream education is through revising the values that guide teachers' practice. When teachers understand that experiential education is not another outcome, but a means to the same ends, these spaces for overlap emerge. This is why Brent does not see the significant differences between his and mainstream teaching strategies. He puts this in these terms: "What we do is no different than another school. You might not get outside as much. I don't get outside that much really in an hour. I have a lesson to get through." What *is* different are the values that support his pedagogical choices and which enable him to teach rigorous content through experiential

methodology. Specifically, it is his belief that the student is at the center of the learning, and that the relationships he creates for individuals with the group and the environment are valuable tools for learning. Or, as Paul says, "It's a commitment to an ideal, a values system, your practice, bettering yourself, your students".

Values will always guide practice. Accordingly, experiential education values can influence choices made by the teacher as an active agent within the structures of mainstream education. "Teacher culture is the easiest thing to transfer as there is no government standard for it," explains Chuck. As such, education revision can occur at the local level through teachers' changed approach to practice, entailing, to use Holt's words "a philosophical basis that is supple enough to accommodate a variety of reform programs" (2002, 270).

A trickle down effect is also possible as experiential approaches to teaching and learning are likely to encourage revisions to the structures and practices of mainstream public schools. New values may enable educators to unpack prior ideas of how school is organized as new practices take their place alongside or in lieu of traditional practices. For example, when student-centered learning relationships are used, there will be subsequent effects on the teacher-driven paradigm present in many schools. For a start, power relationships are likely to change as the teacher becomes the facilitator of the learner's experience, not the keeper of a precious body of knowledge. Time, a restriction on many teachers, may also be reorganized and used in different ways to support experience and as Camilla says, "freeing up time for reflection and briefing." Curriculum, relatedly, will be organized for depth not breadth with "intensive rather than extensive experience." (Holt, 2002, 269) Other

structures, like grading and assessing in particular, could be expanded to cover skills and values in addition to knowledge. Real world assessments may provoke projects or products that require the application of knowledge rather than its mere recall. A redefinition of the importance of failing could then occur as reflection grows as part of the learning and assessment process.

REDEFINING LEARNING RELATIONSHIPS IN MAINSTREAM EDUCATION

At both ERS and TVS, skills and values are taught in addition to knowledge. Interpersonal and intrapersonal opportunities for learning exist alongside content in the curriculum. However, as previously mentioned, this approach is not lacking in public education as many public school teachers may already use strategies similar to the experiential techniques seen in this research and common instructional strategies informed by constructivist and progressive values. However, to be more effective in the mainstream environment, they could be reassembled to put learning relationships at the core of the learning process.

This study suggests such a context for understanding experiential education, so that the spaces for its values to transfer to mainstream education can be more clearly understood and explored. It suggests that experiential education be understood as a series of learning relationships:

- learner to teacher
- learner to themselves
- learner to the group, and
- learner to the environment.

The creation and maintenance of these learning relationships assists the development of a class ecology where proxemics, language, kinesthetics, tone, systems and resources come to reveal the experiential values that direct practice. If educators value this new series of experiential relationships, they will likely choose a series of experiential strategies that follow this arrangement, thus integrating experiential education as a pathway to mainstream outcomes. The reorganization of these strategies in the context of a series of learning relationships has the potential to make them more effective through a comprehensive and holistic approach.

The lesson that mainstream education can learn from experiential education is that it is not *what* is taught but *how* one teaches it. Learning is approached as a series of relationships, and content is recontextualized through different instructional choices in this learning environment. As a result, the entire learning process becomes a productive means of *teaching mainstream content through the use of a pedagogy that develops the skills and values needed for the future.* Strategies that place the learner in the center and generate different relationships with the teacher, self, group, and environment help students achieve these skills without significantly changing the original outcomes.

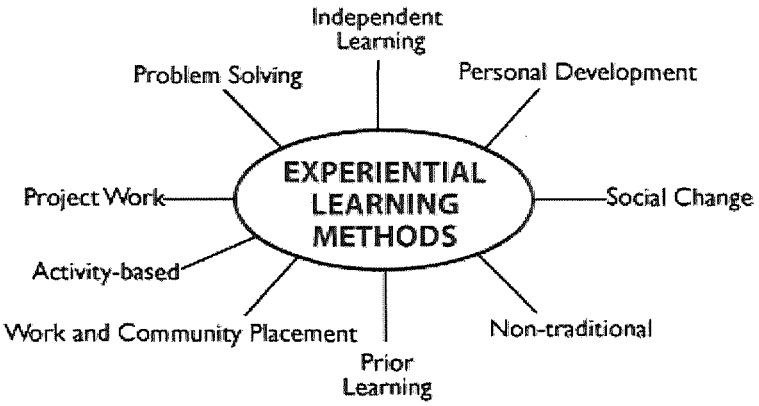
SPECIFIC STRATEGIES FOR MAINSTREAM IMPLEMENTATION

In combination with teacher values that place learning relationships at the center of practice, there are some specific strategies implicit within experiential education that the mainstream educator can draw upon if they are not already doing so. The data point towards several transferable strategies in experiential education that articulate sensitively with the creation of

the aforementioned skills needed for the globalized future. These general pedagogical strategies include:

- Relationship building, and
- Real world application in a context where
- Right and wrong are irrelevant.
- Reflection,
- Responsibility, and the
- Role of the teacher is redefined as a facilitator

Henry (1989) suggests a family of methods that can serve as a guide for implementing experiential practice in any classroom with rigorous objectives:



Henry's guide suggests that any content can be made more meaningful through a combination of the above methods.

These methods provide a starting point for connecting the learner to the content and the larger group. Yet, this list is neither inclusive nor all-encompassing. There are many more instructional strategies that can provide experiential pathways to learning within traditional structures. As Paul says, "Interdisciplinary classes are transferable. Liking the students is transferable. Imagination and creativity are transferable. Finding a way to make a school

smaller may be challenging but could be done if there was a will." This will is the teacher's belief in a pedagogy that approaches learning as a set of relationships between the teacher, learner, group and environment. With this redefinition, additional opportunities for experiential practice can emerge, be it through the revision of mainstream strategies or implementation of new approaches.

Building on this understanding and Henry's model, a number of additional opportunities for developing experiential pedagogy in the mainstream classroom may be identified, including:

- **Community building within the classroom:** Classrooms are conceived of as communities where personal and social dynamics are addressed as content and as process in learning. "The concepts of the successful curriculum, like building trust between teachers, students and teachers, building community. You can do that anywhere. You can't throw seven kids on a bus whenever you want. That's not going to happen. But if you can, build a community." (Damien) Cooperation, student centered classes, and relationships are important components.
- **Getting outdoors:** Using real world learning experiences outdoors allows the culture of the class to change. Varying the environment allows for people to shine in different ways, and for the generation of the types of learning relationships crucial to experiential pedagogy.
- **Project-based learning:** Problem based activities with real world application. Students access different content areas to solve the problem or complete a project that synthesizes learning. Curriculum is deep rather than wide and instruction includes knowledge, skills and values.
- **Thematic and interdisciplinary learning:** Multidisciplinary concepts and connections are used to organize curriculum content. Integrated units lead to connections, critical thinking and has opportunities for real world application.

- **Authentic assessment:** Assessment is a dynamic experience that extends learning through reflection and application. Strategies like portfolio assessments, performances, presentations and open-ended exams require students to directly reveal their ability to think critically and to apply and synthesize their knowledge.
- **Service learning:** A method of teaching and learning that combines academic classroom curriculum with meaningful community service and reflection. Participants learn and develop through active participation in service that is conducted in and meets the needs of a community.
- **Place based education:** The local community and region are used to teach students about the people, history, culture and natural features of their environment. It provides context and connection to everything else that is taught.
- **Expeditionary learning:** A form of lesson design where teachers and students pursue long term investigations that take students out into the world and bring the world into the classroom. Real world application, service and project-based assessments are often characteristics.
- **Using the environment as an integrating context (EIC):** "This model combines best practices into a comprehensive educational framework that simultaneously addresses content standards from multiple disciplines. EIC uses the school's natural and socio-cultural settings to engage students in schoolwork that they perceive as relevant to their daily lives, thus increasing their motivation for learning and academic achievement" (SEER, 2005).

Blending experiential education practices into the regular classroom is feasible using these sorts of approaches. While Bowers (2001) warns of reducing the power of practice to a specific set of techniques, the seeds for these easily transferable strategies already exist within mainstream education and can serve as stepping stones to changing practice more widely.

Experiential education can meet the needs of a traditional curriculum as well as the skills needed for the future. Much can be achieved within the regular classroom when teachers choose to use experiential learning relationships in a traditional classroom. The pedagogy of experiential education is essentially the construction and maintenance of a series of learning relationships. These learning relationships guide the use of strategies that teach mainstream content objectives and the skills and values needed for the globalized future. The lesson for mainstream practitioners today is that experiential education as the pedagogy of the future lives in the relationship between the students and the teachers and the subsequent experiences that these teachers choose to create for learning. Changed means will not eliminate public education's goals, but supplement them with other skills and values that the student will need to be successful in the future.

NEXT STEPS FOR MAINSTREAM EXPERIENTIAL EDUCATION

The next steps for implementing experiential practices in the mainstream classroom present a large challenge. First the values of teachers and schools must be revised. As Fein (1993b) cautions us: "The crucial task now is not trying to make the actual changes in society, but building the public awareness and support that has to be there before any significant change becomes possible. Change will come gradually and there is evidence that it is occurring already, but we will not make significant progress until most people come to understand the unsustainable nature of our society, the need for a society of the kind we have outlined and how satisfactory it could be to live in such a society" (p.19). As it now stands, experiential education is a fringe philosophy and practice. As Jason says, "I think one of the things is a

willingness and interest in going there. I see the instructors and principals are trained through credential processes to manage and think in certain ways and that becomes the dominant paradigm. There's a lot of dogma that people are buying into that gets them stuck in their ways. They have to take some risks to see how it works." The next step for the field is to make deliberate connections to mainstream provision. "We need to step up as a field and take it to the next level," explains Jennifer. It would be helpful if experiential educators moved into roles in mainstream public schools and college settings, wrote for mainstream journals, published research for a mainstream audience and presented at mainstream education conferences.

Professional experiential education organizations like AEE and NAEE might consider ways of taking steps beyond their current realm of practice to assist in the research and recontextualization of experiential education as a mainstream practice. The organizations may also need to think how best to present these strategies at math, science, social studies and language conferences, integrating themselves into the mainstream discourse about practice. These professional organizations may need to dedicate time and attention to discussing the mainstream application of their practice and not just the adventure and outdoor components of the pedagogy.

Subsequently, the incorporation of experiential education in mainstream teacher training programs is a major next step. However, due to a decade of teacher shortages in the USA and an increasing climate of accountability, teacher education programs have changed as a result of the effort to get more trained teachers in classrooms. The result is a core of

technically trained teachers who are missing the philosophical underpinnings of practice. For example, history of education and psychology of education seminars have been supplanted by methodology training units and teachers lack the larger foundation to explore diverse approaches to learning. As a result, changes to training may need to re-focus on the values that will enable the teachers to choose appropriate experiential strategies in the mainstream setting.

Subsequently, student-teachers will also need personal experience with this practice. At the National Conference of Experiential Education, a workgroup that I participated in created the following list of goals for incorporating experiential pedagogy in a mainstream teacher training program:

1. Delivery of the skills, dispositions and content knowledge that will allow teachers to teach experientially
2. Development of alternate methods to teach these skills to pre-service and in-service teachers
3. Create connections between teachers, teacher educators and experiential educators
4. Increase teacher's understanding of how experiential education applies to the mainstream classroom

Direct instruction in and modeling of experiential methods is a suggested next step for teacher training programs.

Expanding credentialing programs to certify experiential practitioners could also be a next step. In New Zealand, masters and teaching certificates in outdoor education help create an institutional validity to the field. Or, following the lead of Minnesota, interdisciplinary credentials could be granted to experiential and outdoor educators. TVS has created a teacher's college partnership, and accepts student teachers which is a practice that US

programs could also implement. This will be a challenge, though, until there is a critical mass of teachers applying these pedagogical choices in the mainstream school. In the interim, case studies, video tapes, site visits, coursework and observations in field based experiential programs can all supplement training so that students can apply some of these new concepts when they get to student teaching.

For practicing educators, professional development that revisits progressive and constructivist approaches to learning and their connections to experiential values is a start. Constructivism has already laid the groundwork for the experiential philosophy and a new set of learning relationships to grow. For example, when Brent asks, "What do you think the key things are that you have to grasp from this site?" he trusts that the students will be able to garner the important information from their experience. Part of this trust is a constructivist belief that the students are capable of drawing their own conclusions, and the other piece is a confidence that the instructional experience up to this point has been appropriately crafted to lead the learner to the point that they will be able to learn for themselves. Trust in the individual learner, trust in the philosophy that tells us that the learner will learn on their own, and finally trust in the teacher's craft all play a part. Revisiting the philosophical and historical roots of this practice can continue to assist with pedagogical choices informed by experience.

Subsequently, direct instruction in the skills and strategies for implementing experiential lessons in the mainstream classroom can be developed. Professional development workshops on experiential lesson planning, using experience as a resource for learning, authentic

assessment and reflection may need to be incorporated for a start. Teachers may also need to learn how to teach students the skills needed for a self-directed classroom like group collaboration, decision-making skills, leadership roles, problem-solving skills, responsibility and debriefing skills (Warren, 1995).

Further research could be undertaken to uncover examples of relevant practice already present in the mainstream field. More complex studies are needed to both duplicate the results of this study as well as to obtain insight into the practice from a broader range of situations. Other studies could include investigations of mainstream schools with experiential philosophies already in place, longitudinal comparative studies on students who have had a consistent experiential education background, development of a menu of teacher strategies for practical application and further examination of the results of the pedagogy with varied populations of youth. A study which compares and contrasts the practices and outcomes of a traditional and experiential class would also be interesting. Disseminating this research in mainstream and experiential learning communities will be key to expanding opportunities to develop practice.

DISSEMINATION OF FINDINGS

This research will be disseminated to all who participated in the study and the administration of the Eagle Rock School and Tihoi Venture School. Dissemination will also occur through journal articles in the Journal of Experiential Education and the Australian Journal of Experiential Education as well as mainstream and environmental education journals as feasible and appropriate. Additionally, presentations will be made at both mainstream

teacher training programs and experiential education conferences in the US this year. The research has already been presented at the National Summit for Diversity in Environmental Education and the Association of Environmental and Outdoor Education conference.

The report will also be distributed at my current school, where the faculty is currently aligning content requirements with the best practices of experiential education. It will be a valuable resource at a time when there is significant external pressure to demonstrate content knowledge on standardized tests. It will guide me professionally as I lead the school's implementation of these learning strategies by contextualizing the choices that the faculty makes and assisting it to find additional spaces to implement experience within the curriculum. This report will also help me coach teachers in their philosophical approaches to lesson design and learning relationships and realize the spaces for further personal learning and staff growth in constructivist, active or experiential practices. It will inform the development and measurement of a canon of skills and values to bring clarity, uniformity and accountability to the objectives that are the by-products of experiential practice at our school. This research will provide possible contexts for continuing to articulate our practices to researchers, funders and constituents. Additionally, it will inform the design principles of a school management organization that is in development to expand and duplicate best practices at our school site.

LIMITATIONS OF FINDINGS

This report aims to inform the direction of change in education. However, the scale of the research presented in this report is a limitation. This is a case study of only two

organizations during only a short window of time. Additionally, the findings of the study are limited in that the research at ERS and TVS yields details of specific programs that have the privilege of existing outside the norms of mainstream education in a utopian vacuum. This raises questions as to whether such practices are indeed sustainable in a mainstream school. Additionally, the pedagogy suggested in this study requires a redefinition of many structural components of mainstream schools. Its usefulness will no doubt be challenged by the struggles to revise curriculum, schedules, learning environments, teacher roles and classroom culture; a struggle faced by any systematic overhaul.

Another limitation is suggested by the cultural specificity of the programs studied. The outdoor components create a substantial chunk of the school culture. The limitation of the wilderness context was discussed earlier. However, another challenge is suggested by the relationship of place to the learning culture at each of these school sites. Much of the outdoor experience is natural to New Zealand boys, and ERS's practices are influenced by their remote campus. The reliance on the outdoors as an influence may limit the programs' abilities to reach all of their constituents. TVS struggles with this with their international students who are mostly Asian boys with little prior reference for these sorts of activities. While language may often be a barrier for these boys, the major obstacle is the physicality of the place. "It's a practical thing. New Zealand kids climb trees and make shelters; they have a lot more experience just doing this stuff," said Sam.

Finally, this research is highly contextualized in two schools that are extensive examples of practice. At TVS and ERS, much learning occurs in the informal and field environments

outside of the four walls of a classroom. In addition, social and emotional development are weighted equally with content as curricular objectives. While there was much to learn from these rich and developed examples, we must wonder if experiential education will be as successful in schools where it is not implemented as holistically. Even the school that houses TVS, St. Paul's, struggles to bring such practices back to their mainstream campus. Dewey (1938), himself, worried about the adequate conceptualization of experience in education. This research is limited in that it does not address the specifics of conceptualization and does not provide a teacher's manual for implementing experiential education in the mainstream classroom. There are many questions to be answered and significant problems still to be worked out.

CONTRIBUTIONS TO PRACTICE

This study does not pretend to suggest that mainstream schools should reorganize themselves on the model of ERS or TVS. It does not attempt to pose solutions to the current problems in education out of this limited data or suppose that immediate transfer of this pedagogy is either feasible or widely affective. Instead, it suggests simply that we revisit the purpose and practicality of our present system in a context of our future needs, working out solutions to our challenges with the assistance of experiential education. It identifies some starting points for this revision by concluding that changing teachers' values and pedagogy will lead to curriculum that is more experiential and thereby result in students learning some of the skills that they will need in the future.

The study contributes to the pedagogy of both mainstream and experiential educators by providing a picture of what experiential education looks like in practice, and by examining that practice through the learning relationships that the teacher creates. Contextualizing this practice as a series of learning relationships employed by a teacher provides more insight to those looking to apply these principles in the mainstream classroom or in the experiential field. It is a useful reminder of the progressive and constructivist principles that have existed for years beyond, and within, our constructed classroom walls. Thus, this study guides education policy to be revisionist rather than reformative or revolutionary. It suggests the need to develop a bridge to be built between the experiential and the mainstream and supposes that these practices are not mutually exclusive. Brent again: "There are aspects of experiential education in every school. I think there is a big crossover that is there all the time. If a kid is willing to have an experience at any level and learn from it, they have experiential education. It's a total integrated part of your normal school. It happens all the time without us even realizing." This realization supports the findings of this study which suggests that the needs of the future can be met within best practices that are already available today. It makes a case for the appropriateness of experiential education as pedagogy poised to maximize the outcomes of modern education and the complexities of the high-modern future.

CONCLUSIONS: PREPARING STUDENTS FOR THE UNCERTAIN FUTURE

Experiential education as a pedagogy for the future aims to create thinkers who are able to navigate the uncertainties of the globalized world. By countering the traditional method of learning content for content's sake, it continues the progressive tradition of connecting

schooling to greater social needs and influences. Through instruction in knowledge, skills and values, it approaches learning with a focus on the learner's relationships in four areas: learner to self, learner to teacher, learner to the group and learner to the environment.

My findings indicate that, in experiential education, these skills are taught through strategies borne out of a different set of values about the learner's relationship to their world. Students are taught confidence and their self-concept changes as a teacher facilitates a learner's relationship with himself and the outside environment. A sense of community, cooperation, connectedness and compassion is derived from a practice that focuses on the learner's relationship with the group as well as himself. An understanding of connectedness comes from a direct relationship with the material. Critical thinking is developed as a teacher crafts learning experiences that enable the students to create meaning for themselves. Experiential education pedagogy creates these outcomes through practice that teaches skills and values in group contexts that use knowledge in complex real world situations.

Approaching learning with these values allows experiential education to facilitate opportunities for the learner to develop skills needed to adapt to, and cope with, the complex disconnects that will exist between the self, community and the environment. In the society of the future, certain skills will likely be needed for people to meet such challenges. While these are impossible to predict exactly, the mainstream school of today can anticipate the need for these skills and abilities and introduce them through the employment of experiential education philosophy and strategies. Students will need to know how to manage themselves, their communities, and their environments; experiential education provides the opportunity to

learn these skills. "The question is whether there is a place for us in the 21st century. I think that in fact there is a bigger place for us in the future as we develop EQ [emotional quotient] not IQ [intelligence quotients]," explains Camilla. With competencies such as these taught by experiential education, the social and academic challenges of future society can be anticipated and addressed.

The purpose of this study is to raise awareness about the potential application of experiential practice for meeting the needs and trends of the future. As Roberts (2005) says, "Placing experience at the center of the curriculum is not easy and it is no surprise that we haven't quite got it 'right' yet. But may we forever keep trying" (p.27). This study helps inform attempts by both mainstream and experiential educators by providing a picture of what experiential education looks like in practice, contextualizing this practice as a series of learning relationships that guide the choice of experiential strategies that can easily transfer to the mainstream setting. The examples and analysis also provide a useful reminder of the progressive constructivist principles of learning that have existed for years beyond our constructed classroom walls. Practitioners and policy makers already know that the outcomes of experiential education are a valid skill set and the literature reviewed earlier in this study shows that these skills will be highly applicable in the future. This study asks the educational practitioners of the present to revisit experiential education and to try to apply its strategies to both the goals of today's mainstream schools and the needs of tomorrow's society.

Implementation of experiential practices in mainstream education is a suggested next step in school reform as we anticipate the complex uncertainties of the future. In preparation, we need to pursue educational choices that not only account for the future in its design, but also positively prepare students for its demands. "Schools are themselves important nodes in the web of institutions that constitutes society. Whatever happens in schools will have profound effects on the rest of society." (Center for Ecoliteracy, 2005, para. 2) We cannot envision what the future will look like, and we cannot predict exactly what forms society should take today to address this ambiguity. However, we can analyze and react to these trends via opportunities in the educational arena. As Orr (1994) reminds us, "it is not just an education, but an education of a certain kind that will save us" (p.8). This certain kind of education includes active learning experiences that build critical thinking and cooperation skills, develop compassion and community and generate a sense of connectedness and confidence. The future is uncertain in all domains but one, and that is in its certain complexity, a complexity that can only be met by a society that considers the impact of these trends within today's educational system.

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APPENDIX A: INTERVIEW QUESTIONS

PERSONAL

- How many years have you been in the field of education?
- How did you come to the world of Experiential Education (EE)? (Biography/experiences)
- What formal teaching or school experience and training do you have?
- Where would you put your practice on a spectrum from formal training to instinct?
- What guides your practice/pedagogy as an experiential educator?
- How would you explain the defining characteristics of this school?

THEORETICAL

- Many say that the beauty in EE lies in that it is hard to define, and in fact shouldn't be. What do you think of this statement?
- What is experiential education and what does it look like?
    - What are the values/assumptions?
    - What are the methods?
    - What is the "curriculum"?
- Where is EE located: curriculum, teacher, theory, location, or student?
- How is EE different from mainstream education?
- Why is this pedagogy appropriate/important?

PRACTICAL

- Tell me about a meaningful or memorable event that happened today/this week that would serve as a good anecdote to illuminate EE?
- Do you think this program could exist without the wilderness component?
- How could a program like this transfer to mainstream public education environment?
    - How does a mainstream environment compare in your mind?
    - What is most transferable or duplicable?
    - What would you take with you?
- What affect will what you are doing have on these young people when they are adults?
- What other program highlights do you think I should know about?

APPENDIX B: DATA ANALYSIS CHARTS

LEARNER TO SELF - ERS

RELATIONSHIP	EXAMPLE
Emotional investment in the learning experience (LS1)	"I think that experience has to have some emotional value attached to it to be powerful." Jason "How do you feel when you listen to this song?" Damien "I have something to say. When you started reading that I thought it was a message for me. Earlier today when I left out of class I was thinking about my Moms and how much I love her and how she just has no idea." Student "Sign ups will be posted tomorrow for Saturday Seminars so look for those." Student "I have a presentation called "flippin corn." The reason I chose corn is because if I am going to learn anything I might as well make it meaningful to my life as corn is important to me in Navajo culture." Student "I am trying to start a photography group so see me if you are interested." Student Paul: So the wilderness trip is on Sat. So I am going to ask you right now. You have a minute to think. If you don't want to be here I want you to walk to this side of the wall. There is no talking right now. OK, time to make your decision. [No one moves. Quiet. Time passes. One student stands in the middle.] Paul: Are you on this side or that side? Student: Its not that simple Paul: There may be parts of you that you have to struggle with, you are absolutely right. You are going to have to struggle. Student: I want to be here, but it is too much for me to be here. Paul: You know I just went to the college graduation of Natalie. She is up on that wall. You know there is no one on that wall who hasn't said that. It's about making a decision. I know you guys think its NOT making a decision. It's easier to say and do something negative. Student: I have to program my brain to be in the wilderness and it doesn't want to be. Paul: It's not a debate, it's a decision. You are lying to yourself talking about a debate.
Personal relevance, interpretation and voice (LS2)	"So on Tues we brainstormed topics we would like to write about" Adam "So I put what you said up here in categories that made sense to me. Those are possible categories. They will really be determined by the thesis the speaker is trying to use." "a group asked me last week why we let the language go. Its so that later on they can see what they have given up when they no longer need the paucity or vulgarity. It will go away in time." Roger "One of the things I want to talk about today is leading for social justice. There is two types of leadership, using it for good or not so good reasons. I was once the kind of leader who used my leadership skills in a bad way. I was the troop rallyer who used to get folks all riled up about the teachers. I mean that's a leader, but not in the right way. One of the things I have been talking about is leadership for justice, and so I have started a group called TGIF. I've been asking y'all for a couple weeks to see me if you are angry. Its an anger management group and we are going to meet once a week. So raise your hand if you want to be in it." "I have gathering today and we have aesthetic expression. So we want to know how people in this community express themselves." Student Seven Minute Life stories "I think it has to have a fairly open ended outcome so that the interpretation can be relevant to the person interpreting it. I can't interpret it for you." Jason "It's uncontrolled by curriculum, by teachers. It's largely controlled by the students and how they use each interaction they have. How they learn from each interaction." Brent
Individual responsibility for learning outcomes (LS3)	When a student complains about an assignment, Adam responds, "let's look at our accountability card. Oh, talking more, I guess you are doing that. Positive attitude wasn't on there." St: I wrote in everything from my mentor as I didn't have my pink sheet when we talked. Oh, and also, I could only find 2 people to answer the questions about the dings and the couldn't answer all of them so I didn't fill it out because I didn't want to make it up. Jennifer: When is it due? St: Today [no instructor response] "Can anyone remember the question of the week? I keep forgetting." Roger "If you need to water your plants, make sure you do that." Trey "Or if you want one of us to do it for you, make sure you tell us." Mark "if you find your sources, you should get them for us." Marc "Opportunity follows struggles hard work and I just want to remind you that you have been giving an opportunity to be here and when there are behaviors coming to my attention, especially from those of you have are here for the second time, it doesn't please me." Paul He would rather announce this globally to students and have them individually change their behaviors because they want to be more responsible, rather than telling them that they are in trouble and he wants them to stop. Taking responsibility for ones own actions in the academic or social arena generates a more meaningful learning experience than one dictated by the teacher as it WHY

	"You have an hour and half reading and group time." Miguel. "I am a 6 because I am disappointing myself. I am trying really hard, but I guess I am not trying hard enough because I am not doing what I need to do" "OK you have some work to do. I will see you at 10:40. So if I were you, I would be meeting in my group"
Guided reflection (LS4)	"We are just waiting to see if people are still processing that quote. We sometimes just let quiet happen." Joseph "You guys with all this sharing have come a long way from where you were." Joseph Regular use of journals "Everyone's journals are coming along. Excellent!" Candice "Thank you for working on your journals" Candice "I want everyone to take 30 seconds to think about their role as a leader on this campus." Student "Tomorrow during gathering there will be an opportunity for students to give feedback on the POLs last semester so I wanted to let you know so that you had an opportunity to think about it ahead of time." Damien Having students present at gatherings is a formal time for reflection. When a potential graduate has to discuss her moral and ethical code at Gathering, she shares, "when I got kicked out of ER, people were telling me, 'Don't give into peer pressure, Kelly" and I realized I was one of the leaders of it. And I had to come to terms with the fact that I was manipulating people while seeming really innocent." "We need to do some more reading and writing and reflecting a bit more." Chuck when planning his next physics lesson "I am a 2 because I don't know if I want to be here. I mean I do want to be here. Its like 75 of me wants to be gone and 25% does want to be here." "I am just saying that I have never broken anything before in my life and I don't know why I am here." After 10 days, the process is starting to take root in some of the students. Student: I am an 8 actually. I am really stressing out about Saturday and the wilderness trip. Paul: why is that? Student: I am trying to do things that I don't do normally. Paul: How is that working out for it? Student: Today, I tried drinking milk with salt and pepper in it. It may sound stupid but it will help me work through it. "You guys just listen. If its useful take it in. If it isn't deflate it." Roger Presentations of learning "If you can capture a moment, reflect on it and then that's how you learn. If we don't learn from experiences, rather than have 10 years of experience, we would have 1 years experience 10 times. We would just never grow." Brent
Personal development is intentional (LS5)	Ding system includes dings for lack of punctuality, preparedness, or participation. "I got that it's not about punishment but about holding people accountable. Punishing you for bad choices." Student "It's to keep people more responsible and on point." Student "On Thursday are presentations of where they are in working on their social skills, teamwork, critiques, communication." Roger "The question of the week is, how do YOU discern the difference between right and wrong?" Roger "I would also like to thank Lodge Pole for hustling this morning when half the group didn't even bother to show up." Tony. Gathering "Each week we bring up a potential ER graduate to talk about their moral and ethical code." Roger A senior is given the responsibility of reading the quote of the week at gathering "I'd rather be hated for who I am than loved for who I am not." Student Student: What's wrong with making an ashtray? Candice: Does that support 8+5=10? Student: What if it was for my mom? Candice: Would that be supporting her in a healthy lifestyle? ER101 and the first trimester for new students is all about teaching them the new norms for personal and group behavior that will allow future learning to occur. The entire and only focus of this unit of time is personal development. "On the board I wrote "We must be able to sacrifice who we are in order to become who we will be." (Charles Dubois) What that means is not that we have to be fake, but that we may have to let go of some pieces of ourselves that have not been successful. So the question is what do you have to do here to be successful at Eagle Rock school." Paul "OK here is the second question. What part of my personality will hold me back from being successful at Eagle rock school?" Paul The physical challenges often present in the outdoor environment will push the students, especially the ones from urban backgrounds, more than they have been pushed before. After a long day hike with a backpack, one student reflects, "I am going through some stuff. I am in pain. I am tired. I am confused. It's making me think that I don't want to be here. So it's making me think that I should go home but I don't want to." A three day solo experience on wilderness. One of the graduation requirements at ERS is personal growth. "They will be people who know themselves. And they will know their strengths and weakness

	and make a commitment to making the world to be a better place." Chuck "I tell the kids, that they may learn how to learn or learn math, but if they only learn how to be kind then that's good enough." Monica "If you can teach them enough to be able to start off on a path they want and not be scared of falling over and if they fall over to get back up and go again and to want to learn with passion, you've done the job." James

LEARNER TO GROUP - ERS

RELATIONSHIP	EXAMPLE
Respect for others (LG1)	Gathering: Students don't speak over each other and there is no need to raise your hand if you want to speak as everyone is listening and attentive to each other. "Nikka is learning to close her mouth. Its hard for her but she is learning. It will be great to see when they come back. They will have learned some specific skills about hiking and also about the group." Roger "Lets do the *Don't sweat the small stuff* reading." Joseph St1: [reads] …tell 3 people today how much you love them… St2: [interrupts talking to St1] I love you for real. I just realized it how much I love you. Joseph: You can finish whenever you get the respect you deserve. St1: [reads the rest] "OK, lets get refocused again. I appreciate the conversations and they're good to have but we want to get out of here by 5:30." Joseph St: "I just want to be friends with everyone when we get back." St: "I just don't want to fight with anyone." St: I don't want to fight with people, especially Nikka. I mean sometimes I yell at people, but I don't want to fight. St6: But sometimes when you yell at people they want to fight you back. "[Student] is going to be walking the gate everyday at 4:30 so can you guys support her in that and see if she's doing it and maybe go out there with her." Amy "Last Saturday when ER 36 went on the hike how I was. I've been on a hike before and I hated it, so I had to positive to be a leader on Saturday with my group." "I often ask myself what sort of leader I am, here, at home, elsewhere. Sometimes when we say who is the leader, it's the person who is the loudest or who raises their hand the most, but it can sometimes be a person who is behind the scenes leading from within." "Pride fest is June 26 and we will be having 3 busses going." Candice Greetings in every language at Wednesday gathering Film seminar that looks at racism and discrimination through films and discussion. Asian Pacific Heritage Month presentation at Gathering where the students talked about their unique cultures and also shared a little of their group's struggles for identity and equality in society. "there is so much that we thought we could share today about our cultures, so we thought that we would all share a few things about our families so you can get to know our cultures." Lin "I have had a hard time sharing with people as they don't understand me and what it means to be Vietnamese. Like if all Asian people are just Chinese." Student "If you fire before its bone dry it can break or blow up and when clay blows up in can sometimes blow up someone else's piece next to it which is upsetting." Candice
Creation of meaningful relationships and community is an intentional priority: we versus I (LG2)	Student Run Gatherings: they are responsible for teaching each other the norms of the group. "I guess it all comes down to a great set of values. The values of looking after others, doing unto others, respecting other people's relationships and other points of view." James "Before we start I got a card at Safeway for Madden" Adam "If anyone knew James Shaw, he is graduating from college on June 5 and if you want to send him a card or well-wishing letter I have his address." Student "I know that people have mixed feelings right now. This is the beginning of our 25 day wilderness trip right now. So I want us to take the time to create some group norms so everyone feels like they are heard and part of the group." Amy physical care of their community. "On Tuesday, recycling crew does everything over here and on Thursday in the learning village and we notice that people aren't paying attention to where they are putting anything, even in the PDC. Can you be really conscious?" "I want to welcome my brother Jeff here who is visiting" Jeff [Group applauds] The weekly reading of correspondence at Gathering from graduates, and former teachers who are extended members of the ERS family, also reinforces the importance and permanence of the "We". "Come and see the new students off for wilderness on Saturday" Roger Weekly reading of "Props" Students can put appreciations in the box and they are read to the whole community once a week. Three pronged approach to he commitment to "be of use." Daily service on campus, including cleaning common areas or kitchen duty. Community service like trail building in Rocky Mountain National Park

	Service learning like bird counting for the National Park Service or building houses in Guatemala. "Living in a community is part of our curriculum, so we create experience where we have our students learn about community, then we reflect on that and then apply it to strengthen the community." Jason "One of the big principles is the idea of community. Its important to establish a school wide sense of community." Jason "Because the outdoors is so team oriented, a house going on a house tramp cannot complete it without getting on with each other. So if they are going to get on with living together, they need something beyond living in a house together, like crossing a river in a torrential down poor as opposed to just living in three warm bedrooms." Monica "I hope they can take away from here some basic skills of living with other people in their short term or adult life." (Corey)
Trust is the basis of relationships (LG3)	"I have told them that when you give feedback, it has to be specific and supportive. And every day I am pushing it further." Roger strong circle after a day on the trail Students are allowed to tabulatr the dings at gathering. The teacher trusts the student to complete the task fairly and all trusts the student to hod their peers accountable for behavior outside the norms. "I must admit that I forgot that today was my day so I don't have the things that I had planned to show you." Student leading gathering consequences and make-up system for missing KP "Environmental stewardship means your environment, so that also means inside. I know my Mom has never picked up for me here and yours won't either." Student "Someone's slipper is by the bridge so please pick that up." Student "I didn't see the following people at the gate run this morning so if you were there please let me know so you don't have Sunday Sweats." Student "I had a few sandwiches come back yesterday. I thought I would tell you about this sandwich. I don't know how I would feel if someone made me this sandwich with one piece of meat and one piece of cheese and I was birding and hiking and hungry. Now look at this sandwich that was made today. 3 pieces of cheese 4pieces of meet. This is for you guys. SO if you get a sandwich like this then let me know and we will talk to the person who made it." Tony Miguel's literature class called, Whatever the Heck you Want Student: "I would be doing better if Madden had read more. We were supposed have our class discussion about a week ago." Wilderness "There is a level of intimacy and trust here. I think those things together causes change within an individual and within the larger system of the school. Trust and intimacy. This interconnectedness that is always going on you are part of this web and it doesn't matter how far out you are or how long it's been. Immediately there's that connectedness because of the experiences at this place. There is something in that knowing that you can depend on someone." Paul When the school needed to drop everything to deal with a major social issue, 42 students admitting to a non-negotiable and 26 being sent home. Responded with a major community building week.
Cooperative versus competitive (LG4)	St: "This is going to build a relationship with all of us. I mean for real. I am going to need all of you." When it is announced at morning gathering that a student called in sick the other students all say "awwww!" "The Tuesday morning exercise options are up. I need a volunteer from Pinon to take the clipboard tomorrow morning." Student "Conflict in this community is tough. It can be all about fights. But we should use C4 or ignore it. Well ignoring it is not necessarily the best thing to do. You could also use a staff person or someone you are cool with to mediate." Student "congratulations on your gathering today. You are a different person than when you first came in." Students as teachers to new students. "on Friday, all mentors need to have lunch with their mentees." Student (who runs the mentoring program) This shows the Question of the week: "How will the ERS community benefit from your thoughtfulness this week?" Roger "There aren't enough sheets for everyone so what I want people to get together around the person with the pen and be a recorder." "That's a good question. I know the knowledge is in their in your group." Chuck "People get in my business. Like this morning, people try to wake me up to go run and I still got 15 minutes. Like when [older student] was waking me up talking about OK that's your decision when she don't know me."
Process is important (LG5)	"All of you guys voted for it," Adam "I don't think a ton of kids in ER 36 know what hard work is. It's just not in their lexicon. So I keep harping on them about group norms." Roger

	Student: [after some quiet in the group] Hello, now what do we do? Joseph: We are just waiting to see if people are still processing that quote. Let me tell you about how we will do some things out in the wilderness. We sometimes just let quiet happen. It takes a while for some people to get used to it and that's OK "I definitely think I am fighting for my house. I have always wanted strong house parents and a really strong house, so I am fighting the way it is and trying to make it better all the time." Student If we finish this book and have all of our discussions and write-ups, can we devote most of our class time on that? Mo: You guys are in a group with Molly and Josh? Let me discuss that with Molly. Its fine with me, but she might have another plan for you. Student: If we finish this book and have all of our discussions and write-ups, can we devote most of our class time on that? Miguel: You guys are in a group with Molly and Josh? Let me discuss that with Molly. Its fine with me, but she might have another plan for you. When a group is deciding to take their break a student asks, "Can we agree on 6 minutes?"

LEARNER TO ENVIRONMENT - ERS

RELATIONSHIP	EXAMPLE
Direct relationship with the material (immersion) (LE1)	"Tomorrow we are going to the Cure Farm in Boulder and learn more about conventional and organic farming. We are going to plant some winter squash. So dress like you are going to get dirty." Mark In Green Thumb Bums "Feel this. It's cold at first when you put it on your cheek and if it warms up to your temperature its ready to be cooked. If you feel its still cold then its not bone dry yet. Candice So this morning you are going to go through the lab experience to collect data and this afternoon you are going to interpret that information and put it on graphs." "So this is something that I was thinking about doing next. It talks about the turning principles of a bike and how it works with turning your body first versus in a car where your body turns because it hits the door. Like if you were on snow you could conceivable have your bike keep going straight when you turn your body because there is no friction." "Oh that would be something great for us to experiment with the turning of the body and then the wheel." Jo. "you just aren't learning out of a text book solely. In some measure, small or great that you get to use it practically." Paul "I think people learn really well when people are confronted with situations when they have to draw on all the resources to figure it out. Then it's relevant." Jason This could be taking students outside or bringing lessons from the outdoors into the classroom.
Experiences analogous to real life (LE2)	"We cut the greens from the greenhouse and we are going to have them in our salad tonight at dinner." Trey "If you make more money than the house makes, you get full credit." Jay Gambling with money that they are paid for tasks in class. "Now this is the money you have. So you have to keep track of your money for the rest of the time. We are not resetting every day anymore. But you all did your HW so you all get another $50." "Remember if you have a rough day, just do your homework tonight and you can get $50 tomorrow. If you earn more money, that doesn't count as your winnings. That is your earnings, your job that you bring to the casino." Jay "So what is the intention of when they read this, and how it will fit in with the ride." Jo. Chuck responds, " I think that it will be great if we sneak in a couple of copies on the ride and stop and read it in the middle of the ride." Rock climbing is a powerful adventure experience with transference to real life. The rock face is a great metaphor for the challenges that students will face in life. It gives them an opportunity to attempt and succeed at a seemingly impossible task. When they overcome their fears and intimidation and succeed at this challenge they learn that the key to overcoming any challenge lies within them. The challenges of the rock face are analogous to real life and the outdoor adventure provides the vehicle for some very transferable lessons back on campus. "We are constructivist so that we can present experiences to students so that they can intersect with and create meaning. Problem based problems for them to deal with and then they have to learn different content areas to solve the problem or complete the project and that brings it all together. Our curriculum is deep rather than wide. And in doing so we look for conceptual ideas. They might study one specific thing and go deep with those concepts rather than shallow and a cover a lot of information. And it's integrated in that when we have a problem or project it is typically multidisciplinary: history, literature, music, human performance. Not a single discipline." (Jason)
Seeing and feel relationships with the broader world (LE3)	"The wilderness program is an important part of what we do here. It's a rare graduation presentation that doesn't make reference to their wilderness trip. In that sense, it is a very rich experience. Because this all relates to what is going to happen in the next 2 months, 5 months, 8 months, it is an opportunity to use the vernacular that will help us do what we are going to do later on." Roger One student has a cot in the gym because he violated his house rules by being out of his wing. "We are short 7 cases of produce this week. Because of all the rain in California, prices have

	been through the roof and quality has been down. Green peppers are $100 a case right now. So I didn't buy them. Collard greens that were for tonight's meal were $70 a case, and I did buy them, but they didn't show up. None of the ingredients for tonight's meal showed up. So I ask for your understanding." Tony "So you are going to understand the law of conservation of energy. You already have an intuitive understanding of this from life and the fact that we know we would prefer to ride a bike downhill than uphill." Chuck "Those thoughts are really great. Everyone seems to have an intuitive understanding of the height issue." Chuck In the class, "Colorado Rocks," students have the opportunity to focus on geological sciences, environmental science and environmental writing in the wilderness locations around the school and throughout the state. Using the expeditionary learning format, students are engaging with the environment in order to experience gains in content knowledge through real world application. "When they get out into the woods its strips away all that comfort I cant survive out here being extremely fake." Jennifer "There is so much challenge in the outdoors for the kids. Its already there, and it gives you that real challenge, real experience. Nothing is forced." Monica "Instant feedback, if you are doing something wrong, you get hit by the boom, capsized, slip off the rock face. We don't get a lot of that in real life. So many safety nets. Your chance of having something real gets harder and harder. So I think the lessons learned are longer lived. You don't forget them in a hurry." Brent
Skills are as important as content (LE4)	"It's important in the group that everyone understand what's going on and is part of the process of this lab. Please focus on understanding this lab rather than simply completing this lab." Chuck "On survival, the bivy making skills transferred. They looked at something. They didn't see it made, and had no real knowledge of what a bivy looked like before they got there. But they could make one for their group." Brent Without the wilderness, Brent argues that students would miss out on a lot of skill based components of learning.
Knowledge translates into sense of responsibility and action (LE5)	"There is one other thing I would add to this list. And that is mobilize" "Take 30 seconds to think about how what we throw away affects the world? The reason we are talking about this today is that there has been some problem with the recycling system on campus and we were in a class that focused on this last semester so we thought we would talk about it today. " Student led gathering "It sucks because in this community people don't always take the time to do it properly and then stuff gets tossed out" Student "I don't think it's a good idea for us to be expanding our capacity to recycle when right now we are not doing a good job with what we've got." Student Graduate work day where they raised $2,500 so far for the scholarship fund "What I want to know is if you had a choice of growing corn in your community, would you do it conventionally or organically." "Everyone knows I work at McGregor Ranch, and we are having a work day and big barbeque. So if you are interested" Student "I think it also helps with naturally giving a very physically demanding environment to them so they are working out of a point of negative energy so right there is when you get conflict and that's when kids have to learn to deal with each other."

LEARNER TO TEACHER - ERS

RELATIONSHIP	EXAMPLE
Minimal structure (LT1)	"The goal of the day is to finish. We are not saying how big it needs to be how small or what its aesthetic function needs to be. Think about some of the forms we have seen. Think about the pieces that we saw at Charlie Eagle Plumes." Candice "You might end up doing hand building techniques or you might be working on the wheel. I am going to demonstrate both to you so you can decide." Candice "If you want something that is interesting to read, check this chart out." Candice Choices "If you were in an official ceramics class you would be required to use learn and use the right words. If today you say, pass me that thing, I am going to be OK with that. However, if you want to try and use the appropriate words I will be really impressed." Candice "So the only rule today is that if you don't know the game you must play it first today. If you don't know roulette come and play over here. If you don't know blackjack over there." Jay Student 1: If I put one on here, how will I record what I bet on Student 2: How about in columns: 1st column 2nd column 3rd column Jay: I want you to write down what happened and then you are going to write down your winnings. "You can self select your groups. Work it out." Chuck instructions for the rollercoaster physics lab "You only need one telephone wire. Pick the color you like best." Chuck
Absence of judgment.	"Let me preface this. I am not interested in right or wrong. Everybody is going to have an opportunity to be wrong today and that is a great thing." Chuck

Mistakes are expected. Multiple ways to be right (LT2)	Damien: What did you learn Molly Molly: It's nothing to do with History Adam: That's OK. Those are just the categories that we have right now. We can add more. "We are for tattoos. That's a thesis statement. Who can say it better than me?" Adam "Learning through making mistakes" Corey "Right now we are going to skip the intro because I like to do it last. Damion doesn't." Adam A: I think any one of these would work I: They are not all good A: They're not? Which one would you like to use? "I have been experimenting with different tunings and a slide so I don't know hat I am doing so bear with me." "I try to make a point of admitting when I am wrong so that people don't have to call me on it." Miguel When a student has trouble pronouncing a latin plant name, Trey attempts the pronunciation, saying "I don't know how to say it either." "This is the first time I have ever done this so help me by keeping good records because that is what we will need later." "I don't have the assessment for you yet as I will still be figuring out what questions I am going to ask you for it." Chuck "I will be giving you a paragraph about your presentation and telling you whether you got credit or not. If not, there is an opportunity to redo it by working on a written piece with [us]." Trey "Some people kick with one foot. Some people kick with two feet. This is just the way I do it. There are different methods for this. I am going to teach you the way I was taught. But there are different ways." Candice "There is a difference between, I cant do this, and I can do this but I am going to make some mistakes." Jason Miguel is reading the same book as four students and participates as a group member with them during the discussion portion of the class. "We can have some more discussion about it but at some point you need to right down what your guess is [more demo of marble and students keep guessing] Put your guess down. It doesn't matter if you are wrong. All I am interested in is your thoughts and everyone has plenty of those so it's good." Chuck "if you don't understand something, find that courage, please, to ask and if someone doesn't understand something find that time to step back and understand and listen," and "There might be some breakdowns between my written communication and your ability to understand so please let me know if you have any questions but I think you will understand the set-up," Students are also given the opportunity to use practice and reflection for perfection. Assessment is a learning experience, not a final judgement. Also, students are given opportunities to practice their skills and receive feedback before a high-stakes evaluation. "They get the opportunity to succeed and fail in something which I think is really good." Camilla
Teacher is responsive to rather than responsible for students (LT3)	"Who wants to pick it?" Joseph referring to a reading "I am trying to figure out what to offer in Explore Week. This is what I am thinking of right now: hip hop dance, rock climbing, improvisation, papermaking, tennis, documentary making, Aids awareness, major research. Can I just see a show of hands" Candice "We could have them read it before Thursday's ride because you know how they all read at different levels and paces." Jo. "What I may have them do is read chapter 1 all on Friday, and then over the weekend pick a chapter that they want to read." Chuck "I gave Ryan permission to be late today. He was doing service down at McGregor Ranch and also had KP so he needed a moment to change." Candice Student: We are going to take a break to get some snacks. Chuck: Do what you need to do Student: Is there any way we could talk about the amount of discussion that we are to have? Miguel: What do you mean? Student: Well ten is a Shitload. : Tens a lot – is it? Doesn't admonish the student for his bad language but just presents and alternative. Student: Yeah, unless we are counting lessons like today from the mini lesson Miguel: Sure anytime we have a class discussion you can write it up and count it. "A lot of it depends on what I cover this afternoon and how fast they move through it and where they are at." Chuck "My desire to make learning fun and increase their want and interest in me as a facilitator and educator." Student: Are we allowed to listen to music while we are doing this? Candice: After I am done blabbing with you, sure! "So I just changed your HW assignment based on our conversation. I want everyone to do the fifty flip experiement ten more times." Jay Let it Ride physics and math class began on the first day of the trimester with asking students for their pressing questions about the physical world. These served as the guide for the bulk of the lesson design and were periodically revisited as indicates in the planning conversation between Jo and Chuck. "I was looking at their questions and we are naturally answering some of their questions. But for the others, I could take 20 minutes to start answering the rest of them. And

	what I would like to do is start tossing them out and check them off." Chuck Jay's Math and Gambling class, "What about the zeros?" "Can we check in with you about our civics credit off this book?" Student "It's more demanding for a teacher because there is an element of creativity that the teacher has to have. You have to be able to pick the learning moment to get the kid. And you have the opportunity to use the incidental learning moment." Camilla
Teachers teach towards a climatic moment and then step away (LT4)	"The teacher is the architect, creates the space and within that space is the intersection of the student and the experience." Jason "Let me tell you something. You guys have the power to figure out all of that: how to handle difficult conversations with people and still being friends." Amy At gathering, the balance of the conversation is majority students. Teachers trust that they will be able to come to these conclusions on their own with the scaffolding that they have had so far and this opportunity. On May 24ths gathering, there are only three instances of teacher input in the discussion on leadership for the common good. When a teacher shares his experience of having trouble listening to a woman who was pro-israel when he is very pro-palestinian and asks students for advice his input is no longer that of the over teacher. Student led gatherings put the student in the role of teacher and allow the teacher to step back from the natural direction of the lesson, or to play the role of a participant. Lin, a teacher, shares the stage with students equally during the Asian Pacific Islander Heritage Month presentation. "So here on the board I have some notes for you. These are some basic things that working with clay that you will need to know." Candice "So I have this story here for you to read." Miguel [teacher leaves room as students start to read] "So you have 3 weeks, then you tell me. I am not going to tell you if it's big enough or not big enough. Things to think about are What kind of presentation are you going to do? Are you going to present it to the community? What kind of history are you going to present? And the other question is why is it important to know about it?" Miguel How Chuck set up Let it Ride's speed constant lab with Beth on the bike "Is this high enough to get it over here? On your sheet you have 7 points on your diagram. Now this is debatable. I am not going to answer this." Chuck On wilderness, students spend the last 2-4 days of the expedition leading their own group without the instructors present. Instructors follow the students at a small distance, but have minimal interaction as by now, the students have been taught all the skills that they need in order to accomplish this culminating task without adult assistance. Talking about his minimally structured lab..."Last Thursday was designed to give them some skills and know and experience that they would need to use in a lab yesterday. I was nervous about the activity and how much scaffolding to give them and how much to let them do it. And the activity went flawlessly. I was in disbelief about how well it went. Everything was great from the experience in the AM of gathering the data and getting an experiential understanding of the goals and then in the PM of reflecting, organizing and processing the info. It was a phenomenal day as a teacher." "The classroom is my world and I can control it and that is not always the best pedagogy. It's a challenge at ER because I am forced to let go of that." Chuck "EE requires knowledge of process and facilitation. Answer giving versus question posing" (Jason) "The most important thing is giving them options." Jennifer "I doubt they will remember my name to be honest, but they will remember their time here." Brent "Let control go and give control to the student and power to the student." James
Safe working boundaries (physically, emotionally, intellectually) maintained to enable stepping outside comfort zone (LT5) Setting up for success in this section	"Taking students completely out of their comfort zone allows them to truly see themselves." Jennifer In Damion and Adam's class, one teacher is barefoot. The other is sitting on the windowsill. "I feel good about what you can handle. I would be lying to you, though, if I told you there wouldn't be conflict." Joseph Ty: Tanya, good job. T: naah Ty: Tanya, I don't want to hear you say that. You did a good job really. In the beginning you were reading off your papers and then you just started going. "Sometimes you can drape out another piece of clay and drape it over another bowl. If you are someone who has some resistance about working with clay or some past attempts that you didn't like it that is how we might want to start with you today." Candice "I hope that no one walks away from here feeling unsuccessful. I hope that we all walk away feeling successful with apiece of pottery and some of you might walk away with two or three." Candice Miguel: Steven, what did you think of the girl? How did you feel towards the girl? St: [no answer] Miguel: I am coming back to you man "You have a right to know what we are doing and a right to have me as transparent as possible about my intentions. Who wants to read the goal of the lab at the top?" uses the word, "right," strong language

	"Keep in mind that my lame sense of humor comes through in this lab." Chuck. Safe to be who you are. Student: I aint at no number. I don't know. I want to go home. I can handle Sunday sweat and KP, but wilderness. Not washing for 34 days. I cant handle that. Roger: Shay, how are you doing today? Student: I am lost. I don't have any words. Roger: Do you like who you are today? Student: No because I don't know who I am Roger: Well then you and I should have a conversation about that, because I know who you are and I like you. You may not have to like you, but I get to like you. no grades for classes at ERS and therefore no failure. "When they really get challenged and have to learn something." Sets up the safe environment so that they can take a risk to engage and be challenged. This is especially important for the kids who typically excel in a mainstream environment where they have mastered the rules, skills, and boundaries. They need an expansion of boundaries for an expansion of growth. "Brave enough to be able to be independent and resourceful, while still knowing there is a backstop of safety and structure." James

LEARNER TO SELF - TVS

RELATIONSHIP	EXAMPLE
Emotional investment in the learning experience (LS1)	Chapel Social Ed with Sam creating rules for the stereo use Brent "The next part is rated R for really nasty stuff. Shall we go outside? I will take you back in time. You are fighting against the heathen scum who are trying to come in and take the temple. [stands on the balcony railing and does a mock sword fight] And then you get nicked in the sword fight and it looks like this. [Dribbles blood out of a squeeze bottle] Then the heathen attackers come again and you are fighting and whack. They chop your arm off. [starts pumping the fake red blood] So it's quite a dangerous bleed ay? So when you cut the artery it's pumping because those are the veins that are under pressure from the heart and every time the heart pumps it spurts. Do you understand the difference between an arterial and a veinous bleed? Do you need to see it again? [boys scream yeah and he does a rapid reenactment]
Personal relevance, interpretation and voice (LS2)	"Let's talk about weathering. You know some things about weathering don't you." B "This reading tells us that sometimes we must fight but that we must finish it. To never carry a conflict into the next day. It also tells us to be constructive with our talking and be helpful towards the community as opposed to harmful." Student interpreting readings on conflict resolution that they selected from the Bible. "Why is it not possible for human beings to make topsoil? Use the information that you have and think about that for a minute then write down your own answer." Brent "You can put whatever you want in whatever layer, you just have to explain why you put it there. You can have pumice twice as long as you can explain how it got there. You can stick old bean cans in there as long as you can explain to me." Brent "OK, who is going to be your leader?" Brent Students can chose their own leader and their own structure for running through a scenario
Individual responsibility for learning outcomes (LS3)	"We will go as soon as we get a spade and bucket. Let's see who can find that." B "We're going to do a study on Pureora and Tirioupanga, so you need to know why they look that way and how it happened." B "When you are finished, or think you are, you can do something constructive like build a door." C "We've got to keep the boats clean before we put them up. So if I tell you guys, will you tell the rest of our group what to do?" Monica "So we just have to get you guys up to speed on things before I leave so you know what to do when someone else comes in." Kylie "This group here is going to say things that they saw that you can improve upon next time and also tell you some things that you did good as well." Brent
Guided reflection (LS4)	"We've just seen something happen. Let's hypothesize about what you have seen." B Student reflections on religious quotes in chapel "In front of me, I have a copy of your reports. We are so enlightened here at Tihoi that we let you see them before your parents. The condition is that we have to talk about them." It is more important at TVS that the students reglect on their progress, and get goals than it is that they receive a static accounting of their progress. "What I am going to do is read you your report and then ask you what you think." Sam "You are going to go away and finish the scenario and then come back and show the other group what you have done and we will talk about what you have done good and what you have done bad. First we are going to talk about how you are going to run through the scenario. First we have talked about some basic first aid, but we also have to talk about all of the other things that you will have to think about if an accident happens in the outdoors and there is bad weather and you are going to be out there for a few more days. Then we will talk about some of your ideas. I will give you some feedback and then you can work on your actual plan." Linda

	"We are going to go out on the deck, you are going to talk about what you are going to do. Then you are going to do and we will see how you go. Those of us without rolls are going to sit back and watch." Here re-emphasis of the reflection in the directions (3 times) indicates that this is a key piece of the lesson's focus, not just a strategy used on a whim. "So just think about that as you get ready to go into the next reenactment and do it for a second time in front of the other group." Brent "Guy, come on over here. I want to give you some feedback before you go into the next demonstration. [pulls him to the side where no one else is] OK, what do you think went well in that demonstration? [answers] What were some of the things that you could improve upon? [answers]" Brent
Personal development is intentional (LS5)	Tihoi literature states that boys not only lea rot live with their peers but more importantly the learn to live with themselves. S1: Welcome to the first student run chapel of Intake 2, 2005. Today the boys of Villa house will talk about the theme of this week, conflict res. We hope that after the service you will have a better understanding of how to manage your conflicts. "It was hard to decide who got the movie tickets this week. The whole group was impressive. For challenging himself and showing initiative, Marc. For constantly being helpful, Gareth. For constantly being helpful and having a great attitude, Luke. For his persistence, Marc." Sam "Mrs. Frank. said to me today how fantastic you have been this week in relation to all the staff that are ill. So thank you for helping us when we need it. Your behavior has been outstanding. Thank you." James "Free time is for something constructive. Can you give me examples of what that might be?" Camilla Weekly movie ticket awards are a method used to reinforce these strides in personal development. "We have to get into the habit of observing and picking up things and marking it in your brain so you can tell people what you saw. It's called constructive criticism." This is taught directly. Poor feedback or non-responsiveness is not allowed. Learning in this lesson, also means mastering the personal development skill of being able to give goof feedback "What they did was take on board some feedback from the first time that we ran it and they improved. So they did good. Don't worry about coming back with something. Just take it on board and listen." Linda "So do you reckon you learned something? Do you have a new strategy? So I want you to go away in your groups and plan again." Cooper "It's back to basics, back to you. Peel away all the veneer. That's Tihoi." Camilla "TVS is about developing independence and responsibility through the medium of the bush. Survival skills enable them to negotiate the unknown wherever you drop them, downtown Auckland of New York City. They have been in a difficult situation before and can draw on it. They have the ability to cope with the unknown." 2 solo experiences

LEARNER TO GROUP - TVS

RELATIONSHIP	EXAMPLE
Respect for others (LG1)	[student starts speaking and voice cracks] C: That's all right. Your voice sounds like mine at the moment. K: Are you feeling nervous when you are going up there? S4: Yes. K: That's good to know [S1 hugs him] S1: You can do it. "Everyone is allowed to have their own ideas. It would be really boring if we all had the same ideas." Kylie [in response to a student saying that he survived because he was Japanese] "I think that is a pretty broad generalization. You are entitled to your opinion, but I am going to argue that it's probably not the right way of thinking." Kylie S2: I like Black American church music. [teasing] Sam: You kind of offended me then. What if I really liked that kind of music? "One role is to have someone who is responsible for the rest of the group. A good thing to do is to cook up a big feast for the rest of the group or to go and get everyone water." Linda
Creation of meaningful relationships and community is an intentional priority: we versus I (LG2)	"You know how many are here so that I come back with all of you." B Brent ties his house together and climbs a tree for a practical lesson in conflict resolution "So how is everyone? How is life in the house? Any fights that I need to know about?" Kylie "So since we don't have that much conflict in this house, I thought I would create a little bit of a problem and have you guys solve it instead. Its part a physical and part mental." Kylie. Student responds, "Since we haven't been in any problems we probably won't be able to solve it as we don't have any experience." "That was a pretty good challenge. I wouldn't have done that game with you if I didn't think you could do it. It's a way to see how you can overcome a challenge in your house. You just took it

	head on and tried hard to get the job done." Kylie "All you guys that are being really vocal, I think it's great that you know but we need to make sure that everybody knows, even those who aren't talking." Kylie S1: Why cant we have it anytime? Sam: Because it is considered antisocial. At dinner time you are meant to be talking to each other. "Can you look around, everybody, and tell us if someone is not here?" Brent "can I have 5 volunteers to set the tables up for lunch." Cooper The social living situation
Trust is the basis of relationships (LG3)	"One of the biggest things you can do out on the lake is do a t-rescue." Corey "So once you get a few people over and it gets crowded up there, you can send some people down to spot. You always need 3 people down here to spot." Kylie [they try again and almost drop a student] K: Stop there. What was the problem there? S1: He started kicking. K: I wonder why he started kicking? Did you feel safe up there? S4: No K: Did you feel that you had a lot of support from the people on the ground? S4: No K: So before you start judging him, let's support him. "Who would like to be our patient? No you can't because you were cheating before." Linda Every student is rostered to be one of the house cooks every two weeks. They have the trust of their housemates to obtain and prepare the most basic component of their housemates existence, their sustenance.
Cooperative versus competitive (LG4)	B: Paul, got one? S3: No B: Maybe someone needs to help you. Blake can maybe help you if you have a look around. S3: This passage is basically saying why people fight. It's just like here at Tihoi, when people want kindling and wood when they haven't been organized to chop some. They steal some which causes another fight instead of asking to borrow some and then repaying the deed. "Can we have an agreed time that lunch is going to finish?" "OK guys, you need to include everybody in your group. So how can you do that?" Kylie [essay writing activity] "Is anybody lost? Marc you look confused. How am I going to explain this? Can someone else explain it? We need to explain it to Marc as my way isn't working, so can someone else help him understand it in a different way?" Kylie "Somebody just take me over the story for those who haven't read it." "So you guys have to make sure that Simon understands and is happy with the rules." Sam when a student has to leave because he is ill. "So now we are going to move into essay writing. Put your hands up if you have written an essay before. Great. Those people will be your resource people while we are doing this today. Who else feels confident that they can be a leader as they have some experience with essay writing?" "Leaders, the first thing you are going to do it get a big piece of paper and some markers. Then what you are going to do as a group is write a paragraph together. You can choose whichever one it is that you want, but you are going to write together." Camilla
Process is important (LG5)	"Well done everyone. I guess the only thing you need to improve on next time we have a campsite is picking up your mess as you go. Because if every time we have a meal it looks like that, we are going to waste a lot of time." Corey a group comes in late to chapel because their house activity on conflict resolution runs late, it is perfectly understood. "We don't let kids walk away from issues. We're a community. Two boys had a fight. But we didn't switch their rooms or house." Camilla K: So what's our strategy? S5: We'll both push up on Justin's feet and … K: Has someone talked to Justin about the strategy? "Ben, it might be easier for you to move to that chair so you guys are all together. Just for now." Kylie "Can I ask why Simon is writing all the reasons down on his own? Are you guys helping him or is he writing down all his own ideas?" Kylie Equity is an important component of the learning environment at TVS, so items that boys can have at school are strictly monitored.

LEARNER TO ENVIRONMENT – TVS

RELATIONSHIP	EXAMPLE
Direct relationship with the material (immersion) (LE1)	"So what sort of rock is this? It's the same as the rock you have been climbing on" B "And these bigger tocks just bent the water around them. That's how we go kayaking too." B "We brought that bucket with water to look at how rain affects the rock. So when it's weathered where does it go? Pop down here. Let's have a look. What's this?" [picks up some rock

	remnants in the grass] B Getting on the road to go and look at the rocks, volcanoes and layering with Brent. "These are our nearest extinct volcanos. I want you to make a triangle with your fingers and hold it up to the top of Pureora. Now turn to Tirioupanga. This is what these mountains used to look like. So what's going on with Tirioupanga? Why is it different" B "Pick something that is going to show us what the land around Tihoi is like. There are things around here that are important to you so choose a contour line that will show that sort of stuff." Directly studying the place they live in "If you feel deep inside your body here there is something happening. Feel right here. What is happening?" Brent "You're going to make your own soil structure [yeahs from the boys] and then you are going to write about each layer. You're actually going to pack up and leave and start it." Brent "We are writing down nature's recipe for how to make soil. First you get your parent rock type. What type of parent rock type do we have around here?" Brent "Remember over there at the rock wall, what happened next. We looked at the weathering on the little rocks and then we went to the big rocks. Who remembers that? So that used to be just straight rock. Let's hazard a guess at how thick you think that soil was? It would be interesting to go up there and have a look." Brent The lesson on nature's recipe for soil is made more engaging as Brent references rock and soil that they have recently touched at the campus climbing wall.
Experiences analogous to real life (LE2)	Cooper's survival lesson: building a bivy. "Also let's think about the amount of wood it takes to get a big massive fire. There's all sorts of *practical considerations*. You would waste wood, but in a survival situation you are going to waste too much energy." C one student does the sweep with his hands but doesn't do the three bangs first. Chris rolls him up to tell him he missed the key signal and immediately flips him back down. "This is the most important thing you do in your house to keep healthy. You need to do it everyday. Scrub the sink and the taps. I will come back at lunchtime to reinspect. If everything is not as it should be, you will lose your house tonight." The boys in Villa House who have not passed cleaning and chores inspection in several days, the immediate consequences include getting sick. The longer term consequence will be having to sleep outside and a lesson that you lose something if you don't take care of it. S1: How are we going to get Ollie up at the end if we can't help each other? K: Well you had your planning time earlier. "I can see the harmony in our house rapidly disappearing. So what are we going to decide about all this?" S2: What about if everyone go 15 minutes to play whatever they wanted. S4: So who is going to be willing to time it. I think three songs is better. S5: I think if we are really fair about it, it will work out problem solving skills taugt through a real world issue. S1: How do you know that this first aide actually works? B: I don't. I've thought about shooting goats and seeing if I could save them "OK, we are going to do a scenario. You are on house tramp and one of the students trips and falls just at the top of the Mangatu Falls." Linda
Seeing and feel relationships with the broader world (LE3)	Dog is allowed to come on Brent's trip "Your essay is going to be about why the Japanese climber survived on one side of the mountain and why seven of the eleven army guys on the other sides died and why the two army captains lived." Kylie "Your main focus is to construct a soil inside that milk bottle. Who remembers the field trip? Remember the distinct layers we saw. You are going to have to put it in there like that." Brent In order to teach the students about the history of the local Maori tribes, Cooper creates a reenactment that enables them to see and feel the history of the local Pa (fort). "So look up at the Pa site. You see the clearing, the ridge line... when do you think the best time to attack will be?" and "tell me how that might have related to what went on up there." And "Looking back up at the Pa. Hundreds of people died up there on that ridge line. Its not like there could have been a pa there. There was for 400 years and it was attacked many times but never fell. If we went up there right now, I bet we could find the exact spot where most people fell. It would be the steepest spot."
Skills are as important as content (LE4)	Life skills (living together, cleaning, cooking) Bivy building activity "You will lose most of your body heat through the ground. To get the same insulation from a sleeping pad, you will need one meter of ferns. So you need to get one meter of ferns in here and squashed down. Do you think you can do that with the roof on?" C "You guys remember last night when you were doing your open fires and all the smoke was blowing in your face when you tried to cook on it? How could you fix that?" First Aid reenactment. "Right, one of you is Peter and the other is Paul. You need to show me what you are going to do to Peter to save him. Peter's arm has just been hacked off. Who is peter? Right, go, save him. Show me what first aid you are going to do to save him." Brent [boys groan and attempt first aide based on prior knowledge]
Knowledge translates into	"Right, so do you go and find a nice looking panga and kick it over? No we want to find the dead ones because it is better for the ecology of the area." C

sense of responsibility and action (LE5) Real world application	"You're not wrecking anything in the forest by picking up moss or decaying matter." C C: If you think you are done, what is it likely that you will do? S7: Sit around C: Right sit around and talk about rugby and girls. And you will get cold and that time will be when you could improve your structure. "So, the two experienced instructors who were with the army men told them that they needed to keep going up the mountain. The army men said, you know what, we need to build a trench because this is what we know how to do. The instructors said, no, you need to be building a snow cave. The men said, no, so the instructors left. So that was a tough decision for the instructors. As an instructor, my obligation is to you people sitting in this room. So they were stuck on the fence, we need to save these people because that is what we are supposed to do, but they are not doing anything we are telling them too and they are grown men." Kylie Matt "Were encouraging them to take resources with them so they don't have so much impact on the site" B: Environmental awareness isn't very high. C: It's pretty early on in the program so it's a lot to expect for environmental awareness. Jake: That visual demonstration has been very powerful for these boys so they can see that. Matt: Having an example is key in getting that out of them

LEARNER TO TEACHER - TVS

RELATIONSHIP	EXAMPLE
Minimal structure (LT1)	B: Let's see how it goes. Let's dump the water on there. I don't know if there is a system, we haven't done this before. S2: Just pour it on? B: Yep. I am not sure how this will work but lets look for weathering, erosion and deposition as we go. "It doesn't matter to me what interval your contours are at. What I need to see is that you recognize the shape of the land. Keeping that in mind, do you think that 20 meter intervals are a good choice? " C "So there are simple things that you can split your group up into doing. And its up to you guys to figure out how you want your groups to work." C Cooper's bivy building began with the finished product. "So this one here was built last week by some boys. Its half assembled now so let's take a look at it. If you want to later, you can crawl inside both and see what the skeleton is like." C "This whole bivy in front of me has just two pieces of string." C "So those are three roles that I *could* expect you to be doing." C Brent. "You can eat whatever's there, so why don't you figure out what you want to do for lunch. So can I leave you five to find an area and to get all that sorted out." Student: "Can we start?" Kylie: "You can start whenever you want?" S10: Do we have to write this down? K: You don't have to do anything but I am sure you have had a note-taking class by now and know how to do it. "It's your book, though, so you can do whatever you want." Jake
Absence of judgment. Mistakes are expected. Multiple ways to be right (LT2)	one of the goals of TVS states that the school exists to provide and opportunity for success and failure. B: Paul S3: I don't know. B: All right. We'll come back to you. "What might be one thing that we are forgetting that you haven't got on there yet?" Cooper "It's OK if you are not quite done as we are going to listen to each groups reasons." Kylie. When a student asks "do we have it right or wrong?" during a paragraph organizing activity, Kylie responds, "I will say you had it backwards not that you had it right or wrong." "If you haven't read it yet, that is OK. I want honesty here. I don't want excuses. Just if you read it, put your hand up. If you haven't read it keep your hand down." Kylie "This is a practice essay, and I will help you through it. When I am away, you are going to have 1 hour to write an essay on a same topic in a big group. That will be the one that you are getting assessed on. You are going to be writing the same essay, but I am going to be walking you through this step by step." S2: How come you gave us two land ones. Jake: I messed up. "I am going to read this to you as my reading is better than my writing." Brent "Do you know how to spell bacteria? Good because I don't know how to spell it." Brent "I traced my picture by the way." Brent "Actually it doesn't make any sense as I write it as notes so I am not sure how I am going to do this." "I think I will have a competition. The best three will get a prize. And the worst one will get a prize." Brent B: Now what about after we have used the blood? [student responds] B: Is there a better way of

	saying that? [student rephrases]
Teacher is responsive to rather than responsible for students (LT3)	St: Can we make it the rugby field over on top of the hill? C: Probably but that might make it too big mate. I would normally say yes, but I think the number of contour lines. student asks teacher to play the guitar instead of them during a hymn in chapel [when a student was off task when it was time to put the yachts away] "Simon, darling, what are you doing? What can I do to help you?" Ca A student comes out of his room late for social education. The boys said he had 3 pages left in his book and he wanted to finish it. "Did you get your book done? I know how that is when you are almost at the end." Sam respecting where students are at instead of a one size fits all, one timetable fits all approach. S1: Can we go and do the bridge game now? K: What bridge game? S1: The one where you have to put two pieces of wood on either side and cross? K: Um, well lets go see. I don't see why not, but I do need to check it out first. "How much time do you still need?" Kylie "If I lose you in this, just interrupt me and say, excuse me I am lost." Kylie [Discussion about whether TVS should provide swimming lessons] "If they have a need we are an outdoor organization we should try to fill it." Brent S: Can you slow down please? B: Sure I would love to. S: Are we allowed to go down the road to get stuff? B: I don't see why not? B: So I am thinking about when this should be due S: You've got to give us a chance? B: I think so too, so let's think about it? S: Wednesday B: Great, Wednesday it is? "You could invent that role as well. That's a good idea. These are not the only roles that you have. The leader could see that need and make that roll." "Let's chose this one. So if we had to write an essay about teenage drug use, what could we write about?" Camilla
Teachers teach towards a climatic moment and then step away (LT4)	"Now is the time to teach the class. Now is your chance to shine. I don't know everything. I'm not an expert. Nor do I pretend to be. So I want one thing from everyone." Brent "Your task is to make a topographic map of Tihoi. You will have 2 weeks. Your boundaries are in the North, the new truck shed. In the west, your boundary will be the far side of the circuits' course. To the South, what do you think would be an obvious feature? Yep, who said the fence; there is a big fence there." Cooper "I am a great big fan of rhetorical questions, so if you end your essay with a rhetorical question you might just get extra points or a stamp or something. My challenge to you is to try to end your essay with a rhetorical question." Kylie "Here's the other thing that you need to do [draws out rooms and bunks for room changes] Here are the rules, everyone must be in a different room and on a different bed. Now I can organize this or you can figure it out." "You're actually going to pack up and leave and start it." Brent "I am going to give you some clues and you are going to guess the rest. W-A-R-R-R. What does that stand for?" Linda
Safe working boundaries (physically, emotionally, intellectually) maintained to enable stepping outside comfort zone (LT5)	"That's not the one I was looking for, but that's great." C Intro lesson for kayaking at the hot pools "When you are on the lake, we're going to expect that you can hold your breath for 10 seconds. If you go under, that is the maximum amount of time that it will take for use to get to you. I can paddle from here to the other side of the hot pools in 10 seconds. We will never be that far away from you." Corey "If at any time you don't support them, their safety is in danger. And if their safety is in danger, I will stop the activity." Kylie Kylie "So the worst thing that can happen is you'll fall. You've already fallen right? Did you get hurt?" Student: No K: Its scary though." "Well you are going to have a little bit of time in this class too so don't let it stress you out too much." Kylie "That's all right. Essays are hard. But they are one of those things that once you get them." Kylie Jakes constant varied praise "Mike told us that the blood all goes wrong and that's absolutely correct. Why is that correct" Linda " So that's what leads to these symptoms you've already told me. They are going to be cold because there will be no blood in the extremities. They are going to go shaky as there is no blood. What other symptoms do you think you might see from someone who is going into shock?" Staff's goal is to challenge students and assist them to extend their limits.

APPENDIX C: ETHICAL PROTOCOL

Introduction of purpose of study
- Research aims
- Methods

Interviews
- Questions are generic for the whole group (not targeted to the individual)
- Most of the questions focus on you at this school
- No right or wrong answers
- Can end the interview at any time for any reason
- Don't have to answer every question if you don't want

Observations
- Can end the observation at any time for any reason

Collection and Use of Data
- Right to anonymity: I will change identity and data/identity will be safe at all stages of research
- Laptop for recording data from interview and observations
- Right to see what was transcribed immediately and make changes
- Right to see what has been done with the data and make changes
- Head of school won't see transcript or observations or be told what transpired
- Right to see the final piece before it is distributed
- Right to request that it is not widely distributed
- Right the secure maintenance of data and identity after the report is distributed.

Questions